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ABSTRACT

Volume II of the CEDaR Catalog contains descriptions of select anticipated products; i.e., products still in development or awaiting commercial publication. The following information is provided for each product: name, developer, abstract, target audience, evaluation, and availability information. The products are subdivided into eight major educational categories: School Organization and Administration, Early Childhood Education, Elementary Education, Secondary Education, Career Education, Higher Education, Teacher Education, and Basic Research. Each anticipated product is cross-referenced to its related program and to appropriate completed products. (JA)

ED 091384

4th edition volume-2

CEDaR catalog

of Selected
Educational Research and Development
Programs and Products

April, 1974

A two-volume compilation of select research and development programs and products from twenty CEDaR-member institutions.

Mary Kennedy Burton, editor

Compiled by the Council for Educational Development and Research, Inc., Suite 206
1518 K Street, N.W. Washington, D.C. 20005
E. Joseph Schneider, executive secretary

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SP008 059

Most of the programs and products described in the **CEDaR Catalog** result from grants and contracts from the Department of Health, Education, and Welfare and other agencies. The National Institute of Education provided partial support for the compilation of the information in the catalog. However, the opinions expressed in this edition of the catalog do not necessarily reflect the position or policy of the Department of Health, Education, and Welfare or its agencies. Consequently, no official endorsement by the Department of Health, Education, and Welfare should be inferred.

Contents

Contents iii

Participating-Institutions Listing v

Institution and Program Contents viii

Introduction xiii

User's Instructions xvi

Volume 1

Programs 1-106

Available Products

School Organization and Administration 107-140
Early Childhood Education 141-156
Elementary Education 157-201
Secondary Education 202-212
Career Education 213-256
Higher Education 257-283
Teacher Education 284-349
Basic Research 350-361

Volume 2

Anticipated Products

School Organization and Administration 362-397
Early Childhood Education 398-405
Elementary Education 406-442
Secondary Education 443-450
Career Education 451-471
Higher Education 472-479
Teacher Education 480-521
Basic Research 522-524

Available-Information Sources 525-528

Program and Product Index 529-545

Anticipated Products

School Organization & Administration

PRODUCT NAME

Strategies for Bringing Parents, Students, and Educators into Joint Decision Making

INSTITUTION

Center for Educational Policy and Management, University of Oregon

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 10

TARGET AUDIENCE

Researchers; school administrators; teachers; parents; students; organizational specialists

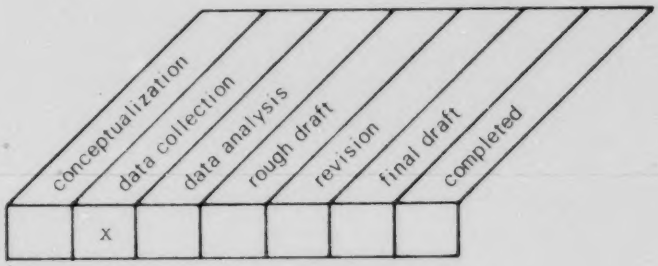
PRODUCT EVALUATION

PRODUCT ABSTRACT

These strategies are designed to improve the generally ineffective and sporadic way that parents and students presently share in educational decisions. The method being used is the creation of organizational structures through which parents, students, and educators can enter into collaborative decision-making about educational matters.

A pilot study currently is underway in, and being supported by, the Berkeley School District in California. Theory and techniques for building the organizational arrangement for joint decision-making and problem-solving will be produced.

Products will focus on how to train parents, students, and educators for joint problem-solving and decision-making. These will include: 1) reports for r&d audiences; 2) reports for school administrators, teachers, parents, and students; and 3) reports to school consultants and organizational specialists within school districts. (See "Bringing Parents and Students into School Management: A New Program of Research and Development on Organization Development," in the February 1974 issue of Education and Urban Society.) Byproducts will be kits of training exercises and guides for new procedures in bringing together the three groups.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

CEPM Publications
1472 Kincaid
Eugene, Ore. 97401

PRODUCT NAME

Study of Authority-Control Structures in Schools

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PRINCIPAL INVESTIGATOR

James McPartland

PROGRAM, PRODUCT LINKS

Program: 23

Product: 368

TARGET AUDIENCE

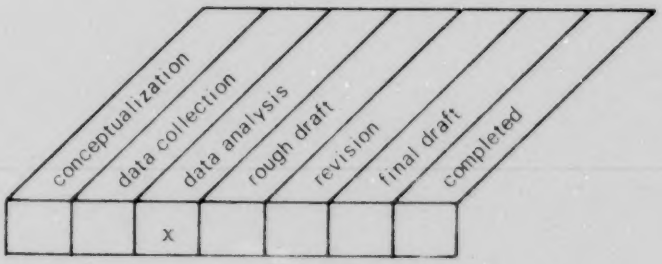
School administrators

PRODUCT EVALUATION

A preliminary research study indicates some small effects of open schools on student self-reliance and student attitudes toward school in comparison to students in traditional schools.

PRODUCT ABSTRACT

A longitudinal field survey is being conducted of 35 schools that differ in their authority structures (open versus traditional). The study will report the findings concerning what effects on students are found for open schools and traditional schools.



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

Preliminary report available (limited copies) Center for Social Organization of Schools, The Johns Hopkins University, 3505 No. Charles St., Baltimore, Md. 21218

PRODUCT NAME

Procedures To Identify Effective Schools

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PRINCIPAL INVESTIGATOR

James M. Richards, Jr.

PROGRAM, PRODUCT LINKS

Program: 23

Product: 368

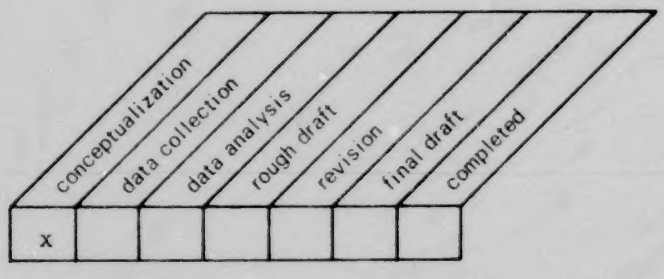
TARGET AUDIENCE

Educational administrators; educational researchers

PRODUCT EVALUATION

PRODUCT ABSTRACT

Identifying effective schools by collecting test data on students and analyzing their progress or lack of progress currently is complicated by three problems: 1) the test data may be defective, 2) students' background characteristics may cover up school effects, and 3) the methodology for identifying school effects is inadequate. This study will develop a set of effective procedures for identifying effective schools by using simulated data in which one can know and control the quality of test data, differences in students' background characteristics, and the magnitude of school effects. Applying various procedures for identifying school effects in regard to these simulated data will show which procedures are most accurate.



ANTICIPATED AVAILABILITY

November 1975

AVAILABLE INFORMATION

PRODUCT NAME

Study of Alternative Grading Procedures

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PRINCIPAL INVESTIGATOR

Dean Nafziger

PROGRAM, PRODUCT LINKS

Program: 23

Product: 368

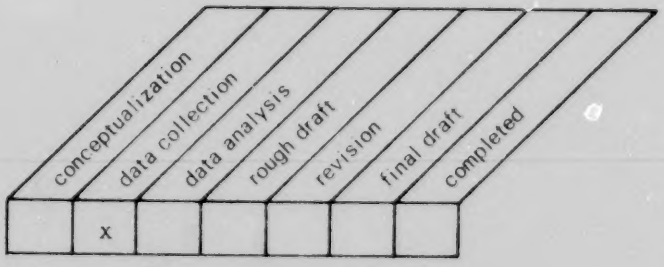
TARGET AUDIENCE

School administrators; teachers

PRODUCT EVALUATION

PRODUCT ABSTRACT

There are many different ways of grading students and little is known about how different systems may affect student motivation to learn and student achievement. This study will report survey information and experiments with alternative methods for determining report card grades.



ANTICIPATED AVAILABILITY

November 1975

AVAILABLE INFORMATION

PRODUCT NAME

Study of Attendance Monitoring

INSTITUTION

Center for Social
Organization of Schools,
The Johns Hopkins University

PRINCIPAL INVESTIGATOR

Nancy Karweit

PROGRAM, PRODUCT LINKS

Program: 23

Products: 367, 368

TARGET AUDIENCE

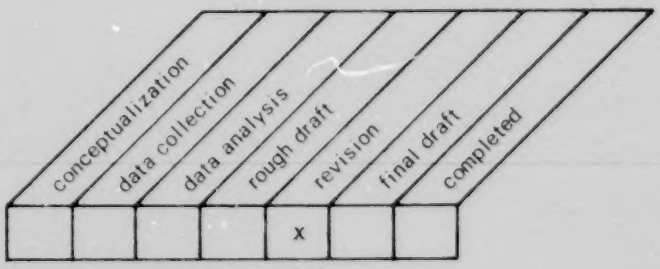
Educational administrators

PRODUCT EVALUATION

PRODUCT ABSTRACT

An attendance monitoring system was designed and implemented in an urban high school for the purpose of improving record-keeping, monitoring attendance efficiently, and seeking to improve attendance through various experiments.

This study will report the results of the experiments to reduce absenteeism, and will suggest possible methods of reducing absenteeism.



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

A report of the pilot testing of the attendance monitoring system is available. Center for Social Organization of Schools, 3505 No. Charles St., Baltimore, Md. 21218.

PRODUCT NAME

Attendance Reporting System Package

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PRINCIPAL INVESTIGATOR

Nancy Karweit

PROGRAM, PRODUCT LINKS

Program: 23

Products: 366, 368

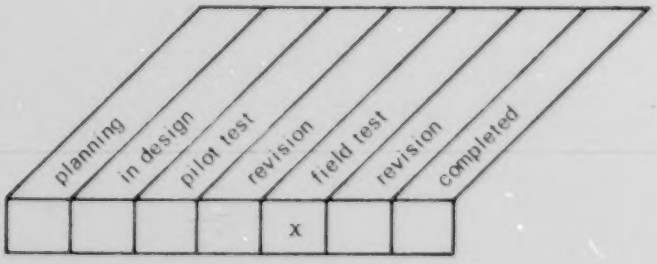
TARGET AUDIENCE

School administrators

PRODUCT EVALUATION

PRODUCT ABSTRACT

This package will include listing and source checks for Fortran computer programs with documentation for their use. The package also will contain a manual providing instructions for using the system.



ANTICIPATED AVAILABILITY

September 1975

AVAILABLE INFORMATION

PRODUCT NAME

Organizational Sources of Student Motivation and Behavior

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PRINCIPAL INVESTIGATOR

James McPartland

PROGRAM, PRODUCT LINKS

Program: 23

Products: 363, 364, 365, 366, 367, 369, 370, 371

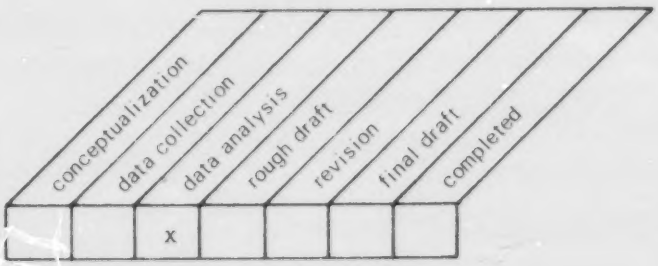
TARGET AUDIENCE

School administrators; educational researchers

PRODUCT EVALUATION

PRODUCT ABSTRACT

This monograph will present a comprehensive theory, based on current and new knowledge, explaining how organizational properties of a school affect student motivation and behavior. A basic problem in the effort to improve school organization is that we need not only better theories of how each separate organizational component of schools is related to the social environment and student outputs, but also a theory that includes and combines these separate components and details the interactions between organizational features of a school. This theory will combine the findings from the School Organization program components, as well as research in other locations, into a single synthesis of the current knowledge about the school as an organization and how its structural components interact to affect the interpersonal environment and student behavior. Particular emphasis will be given to the organizational sources of three bases of student motivation: 1) motivation through immediate external rewards, 2) motivation through internalization of long-range goals, and 3) motivation through intrinsic satisfaction with the immediate task. A clearly stated theory will make it easier to teach others what we have learned and will suggest a variety of useful practical applications.



ANTICIPATED AVAILABILITY

November 1975

AVAILABLE INFORMATION

PRODUCT NAME

Psychosocial Maturity Scale

INSTITUTION

Center for Social
Organization of Schools.
The Johns Hopkins University

PRINCIPAL INVESTIGATOR

Ellen Greenberger

PROGRAM, PRODUCT LINKS

Program: 24

Products: 120, 121, 368, 370

TARGET AUDIENCE

Educational administrators; elementary and secondary school educators

PRODUCT EVALUATION

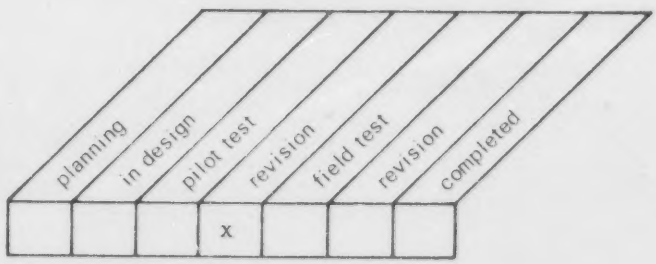
The preliminary PSM scale has reliability and moderate validity. Girls, whites, and children from high socioeconomic backgrounds get higher maturity scores than boys, blacks, and low SES children. PSM scores are only slightly related to a measure of "faking good." (See CSOS reports No. 110, 127, 131, 157.)

PRODUCT ABSTRACT

Development of a PSM scale has proceeded from the rationale that schools should develop important human qualities and competencies in students, as well as promote academic learning. To develop these qualities and competencies, however, the schools must first be able to measure them.

The preliminary PSM scale consists of 54 checklist items that "measure" psychosocial maturity. There are five subscales --self-esteem, independence, openness to change, social tolerance, and identity. Students take the PSM at one sitting of approximately 30 minutes.

The preliminary scale is being further developed, expanded, and validated as an accurate measure of psychosocial maturity.



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

PRODUCT NAME

Knowledge Base -- Family and Peer Effects on Psychosocial Maturity

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PRINCIPAL INVESTIGATOR

Ellen Greenberger

PROGRAM, PRODUCT LINKS

Program: 24

Products: 120, 121, 368

TARGET AUDIENCE

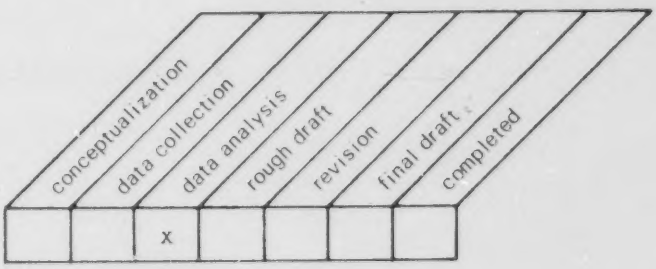
Project, school, district, and state administrators and evaluators

PRODUCT EVALUATION

PRODUCT ABSTRACT

This product-- a series of research reports-- will provide a knowledge base for study of how family and peer interactions affect the maturity of children of different ages, race, and socioeconomic backgrounds. The objective of this cluster of studies is to gain knowledge of the impact of different factors on children's psychosocial development and to compare the relative influence of the family and the peers for children from different racial and social class backgrounds. The approach is to assess the adult and peer sources of influence on attitudes and values related to psychosocial maturity by means of the PSM scale and supplementary questionnaires. The influence of the peer group will be further investigated through sociometric techniques in studies of whole schools or whole classes within them.

The outcome will be knowledge of the relative socialization effects of interaction with the family, other adults, and peers. This knowledge is vital to an understanding of how the increased amount of time spent in the school environment will affect children from different backgrounds.



ANTICIPATED AVAILABILITY

November 1975

AVAILABLE INFORMATION

PRODUCT NAME

Guidelines for Structuring School Milieu for Student Development

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PRINCIPAL INVESTIGATOR

Ellen Greenberger

PROGRAM, PRODUCT LINKS

Program: 24

Products: 120, 121, 368, 484

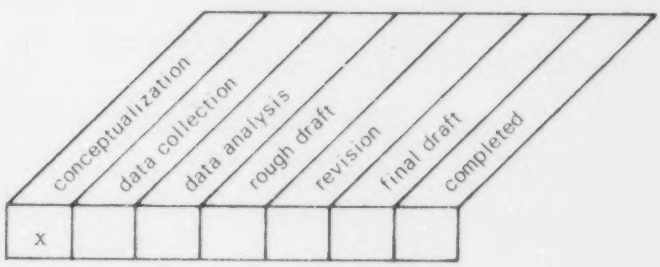
TARGET AUDIENCE

Elementary and secondary school administrators

PRODUCT EVALUATION

PRODUCT ABSTRACT

This product is a set of guidelines that will help educational planners and policy-makers make decisions to determine what kinds of children, from what backgrounds and neighborhoods, will be brought together in school. Such decisions may have profound effects on both the academic and nonacademic development of students. By using the psychosocial maturity (PSM) scale, the effects of the school milieu on the attainment of psychosocial maturity can be determined. Specifically, how certain school structures (e.g., racial and social class mix) and school practices (e.g., busing and teaching) affect the psychosocial maturity of different student subgroups (e.g., black students, low SES students) can be determined. Once this information is available, the guidelines that will enable school administrators to organize their school milieux for optimal academic and nonacademic development of students can be developed.



ANTICIPATED AVAILABILITY

November 1975

AVAILABLE INFORMATION

PRODUCT NAME

System for Objectives-Based Assessment--Reading

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PRINCIPAL INVESTIGATOR

Rodney W. Skager

PROGRAM, PRODUCT LINKS

Program: 27

Products: 351, 352, 522

TARGET AUDIENCE

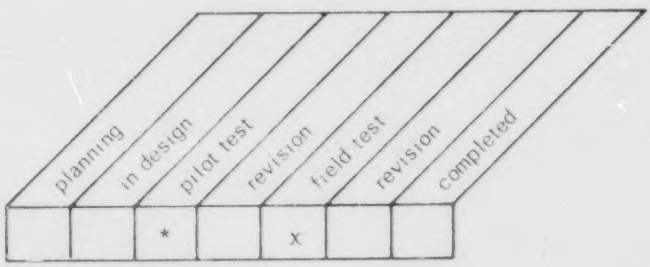
Elementary and secondary reading students

PRODUCT EVALUATION

Documents discussing the evaluation of SOBAR will be available at the conclusion of the 1973-1974 field test. The Center will be working with the publisher on continued product evaluation and modification.

PRODUCT ABSTRACT

SOBAR is an experiment in the development of objectives-based assessment systems. Development began with an analysis of the reading domain to determine all the skills and competencies that might be taught in any approach to reading instruction, thereby developing a comprehensive set of learning objectives, subsets of which define the objectives of instruction for any teacher, school, district, or even state. This set of objectives is a useful tool for curriculum planning. Additionally, pools of assessment materials were developed for each objective so that the basic components for generating tests consistent with the goals of instruction can be achieved. Presently SOBAR materials consist of 1) a classification system that structures the reading domain into six major categories--a comprehensive set of behavioral objectives appropriate to several teaching methods; 2) a user's guide containing the classification system, the objectives, a glossary, a bibliography, and instructions for selecting objectives; 3) report forms for the selection process; and 4) pools of test items from which the Center or publisher can assemble pretests, posttests, and monitoring tests for the objectives selected by a particular unit (school, classroom, district). A parallel system in Spanish (SOBAR-Español) also is under development.



ANTICIPATED AVAILABILITY

1. SOBAR 3-8: September 1974
2. SOBAR k-2, 9-12: September 1975
3. *SOBAR-Español: September 1975 (tentative)

AVAILABLE INFORMATION

Ms. Leigh Van Ausdall
Science Research Associates
259 E. Erie St.
Chicago, Ill. 60611

PRODUCT NAME

CSE Evaluation Workshops

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PRINCIPAL INVESTIGATOR

Stephen P. Klein

PROGRAM, PRODUCT LINKS

Program: 28

Product: 122

TARGET AUDIENCE

Project, school, district, and state administrators and evaluators; teachers

PRODUCT EVALUATION

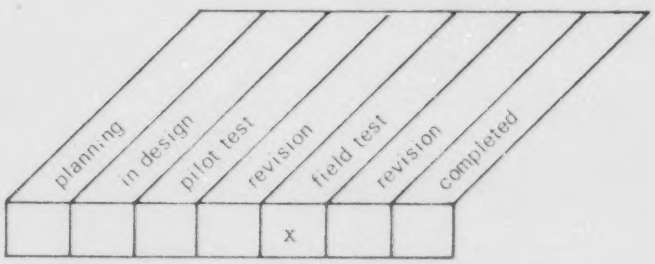
Reports on the evaluative data gathered during the field testing will be available at the time of publication.

PRODUCT ABSTRACT

A series of workshops is being developed to increase the number of people trained to conduct various evaluation activities. Instruction involves training by lecture, reading, and audiovisual presentations; practice in solving problems in the topic covered; feedback on how the problem should have been solved; and discussion of the rationale for these solutions. Participants are given a sense of realism and hands-on experience by playing roles of individuals in a school evaluation setting. The exportable workshop materials consist of a leader's manual, a participant notebook, exercises and feedback sheets, pre- and posttests, and a summary questionnaire. The workshops take from one to three days to run.

Workshops currently in field test stage include:

1. Refining and Selecting Instructional Objectives
2. Constructing Test Items to Measure Educational Objectives
3. Contracting for Educational Evaluation and Audit Services
4. Evaluation Workshop II: Needs Assessment
5. Evaluation Workshop IV: Implementation Evaluation
6. Evaluation Workshop V: Progress Evaluation (IV and V may be combined for a workshop on formative evaluation)
7. Teacher Appraisal for Improvement



ANTICIPATED AVAILABILITY

Tentative publication dates:
1) July 1974; 2) February 1975; 3) November 1974; 4) July 1974; 5) September 1974; 6) January 1975; 7) 1975

AVAILABLE INFORMATION

For information on field test participation write: James Burry
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

The Educational Information Consultant (EIC): Skills in Disseminating Educational Information

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Bela Banathy

PROGRAM, PRODUCT LINKS

Program: 64

TARGET AUDIENCE

Information service specialists; curriculum development or subject matter consultants; instructional materials center personnel; principals and teachers; research analysts; librarians; and information retrieval specialists

PRODUCT EVALUATION

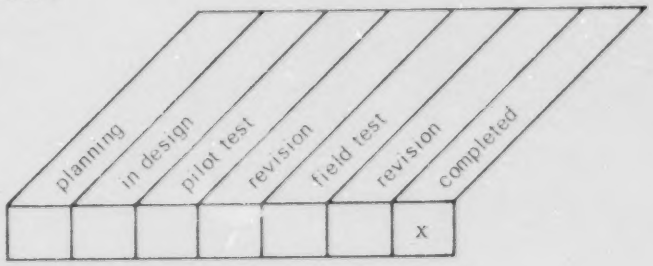
A final report is available that contains data on cognitive and affective results of field and operations tests of the training conducted at various sites with different target audiences.

PRODUCT ABSTRACT

In education, networks are being formed to coordinate informational resources to meet the pressing need for rapid dissemination and accurate application of information. New positions and skills will be required to serve this network. To develop the necessary skills, knowledge, and attitudes the Laboratory has produced a training program available in three forms to accommodate a variety of audiences in different settings:

1. A 45-hour course for a 10 to 15 session quarter-semester schedule.
2. A concentrated institute, identical in content to the course form, but scheduled to require 10, 6-hour days or 15, 3-hour days suitable for summer sessions.
3. A self-instructional, learning team form for a group of 3-6 individuals in 10 team sessions and about 30 hours of individual activities.

Skills include 1) negotiating with educator clients to clarify their information needs; 2) retrieving pertinent information about researched and developed products and techniques; 3) synthesizing and organizing information; 4) displaying and conveying the results of the search to the client; and 5) evaluating the performance of the above processes and of the setting in which they are carried out. The course and institute forms are packaged as one unit-- a training manual for students-- and are accompanied by a guide to instructional management for the instructor.



ANTICIPATED AVAILABILITY

Spring 1974

AVAILABLE INFORMATION

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Effective Teacher Supervision

INSTITUTION

Far West Laboratory for
Educational Research
and Development

PRINCIPAL INVESTIGATOR

Meredith D. Gall

PROGRAM, PRODUCT LINKS

Program: 65

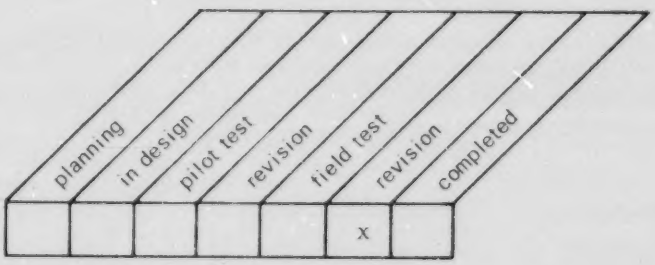
TARGET AUDIENCE

Supervisors of preservice or inservice teachers, K-12

PRODUCT EVALUATION

PRODUCT ABSTRACT

Supervisors rarely receive systematic training in working with teacher trainees. They can benefit from instruction in establishing rapport, in focusing on specific competencies needed by the trainee, and in involving the trainee actively in the supervisory process. The course materials are self-instructional and include a handbook and several instructional audiotapes.



ANTICIPATED AVAILABILITY

Fall 1974

AVAILABLE INFORMATION

PRODUCT NAME

Evaluation Training and Resource Unit (Formative Evaluation)

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Earl Mortensen

PROGRAM, PRODUCT LINKS

Program: 67

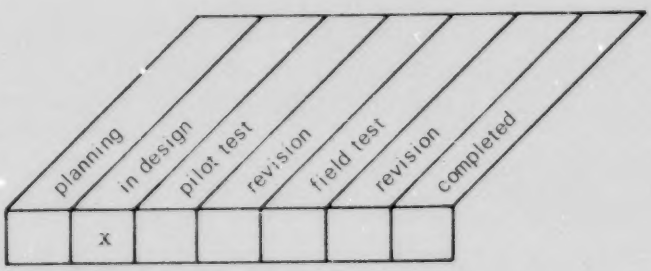
TARGET AUDIENCE

Principals; curriculum consultants; specialists; and teachers (when on special planning assignment)

PRODUCT EVALUATION

PRODUCT ABSTRACT

This unit is designed to provide understanding of some concepts and procedures useful in planning evaluation studies for revision and improvement of instructional programs in schools. The unit uses simulation and role playing to identify formative evaluation issues and problems, and to suggest possible procedures useful in dealing with these issues. The evaluation or research specialist is only one of the people participating in useful formative evaluation planning. The role playing is structured so that school staff members using the unit will gain an appreciation of the interests and potential contributions to good evaluation of staff in various job roles. Planned discussions, materials, and reading following the several role playing sessions are organized around issues that might be raised in the simulation/role playing situations. Participants also are directed to additional training and information resources already developed by other agencies. These additional resources will be organized in terms of the evaluation issues raised in the role playing situations, but also will tie into needs for training in summative evaluation concepts and procedures. The unit will be designed to allow for flexibility in available staff training time.



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

PRODUCT NAME

Planning Instructional Program Training Packages: Designing Instructional Programs

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Greg Otto

PROGRAM, PRODUCT LINKS

Program: 67

TARGET AUDIENCE

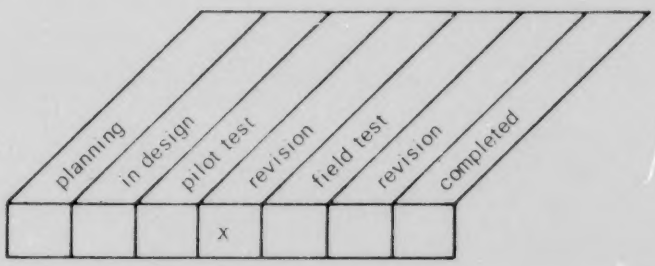
Principals; curriculum consultants; specialists; and teachers (when on special planning assignment)

PRODUCT EVALUATION

Feasibility test data indicate that users regard the prototype materials as potentially helpful, interestingly designed, and highly motivating.

PRODUCT ABSTRACT

Designing Instructional Programs is designed to develop knowledge and skills, and to improve the capabilities of instructional planners in the development of educational programs. The training focuses on two general areas of planning activity: 1) the design of instructional learning environments consistent with basic assumptions about learning, educational objectives, and school district constraints; and 2) the techniques and procedures whereby alternative instructional programs may be analyzed and selected when based on an individually preferred instructional program design.



ANTICIPATED AVAILABILITY

September 1974

AVAILABLE INFORMATION

PRODUCT NAME

Planning Instructional Programs Training Packages: Program Implementation Planning Unit

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Charles L. Jenks

PROGRAM, PRODUCT LINKS

Program: 67

TARGET AUDIENCE

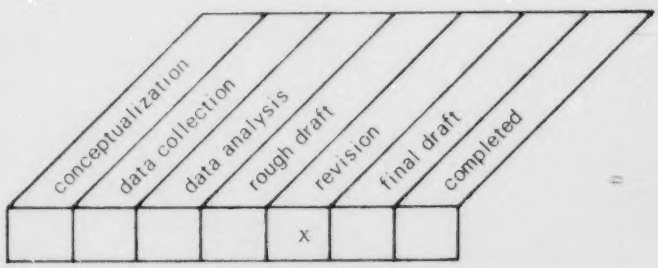
Principals; curriculum coordinators; specialists; and teachers (when on special planning assignments)

PRODUCT EVALUATION

Preliminary testing indicates that users regard the unit as potentially very useful in their work.

PRODUCT ABSTRACT

Program Implementation Planning Unit is designed to assist school staff to acquire familiarity and basic level proficiency with the concepts, functions, and skills of developing implementation plans. The unit is self-contained consisting of introductory materials, didactic material on implementation planning, sample problems, and procedures for users to use in developing plans for their own problems and evaluating their own progress. The unit is designed primarily for a group of planners who share a common implementation problem.



ANTICIPATED AVAILABILITY

September 1974

AVAILABLE INFORMATION

PRODUCT NAME

Instructional Management Resource Catalog

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 67

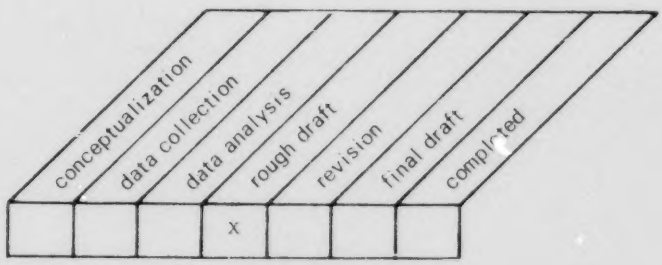
TARGET AUDIENCE

Principals; curriculum coordinators; specialists; and teachers (when on special planning assignments)

PRODUCT EVALUATION

PRODUCT ABSTRACT

The catalog provides detailed information concerning products and resources available to aid school people in instructional planning and managing. There are a variety of critical tasks involved in managing and planning instructional programs: determine needs, problems, capabilities, and limitations; set goals; choose appropriate organizational structures; determine needed competencies; train staff; and implement selected arrangements for planning and management. These tasks are the focus of products described in the catalog. Information provided about each product is clear, objective, and provides information about the products' purposes, characteristics, requirements for effective use, costs, availability, and all other information that enables users to select the most appropriate product for their needs.



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

PRODUCT NAME

Community Strategy/Rural Futures Development

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Rowan Stutz

PROGRAM, PRODUCT LINKS

Program: 76

Products: 212, 381, 382, 383, 403, 507

TARGET AUDIENCE

Rural communities

PRODUCT EVALUATION

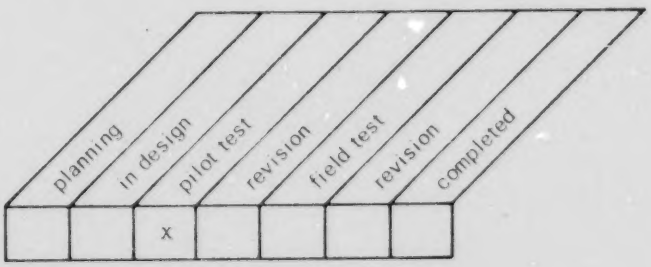
Testing of prototype materials is underway in Oregon and Montana communities.

PRODUCT ABSTRACT

The Community Oriented Rural Change Process is a step-by-step method for involving citizens in local improvement of rural schools. The Rural Change Agents system is a training program to prepare people to implement the process. Change Agents are trained to assist rural communities to: 1) gather data and do initial planning; 2) plan a needs assessment; 3) plan and carry out a meeting with local advisory school board; 4) carry out a needs assessment; 5) develop materials for a skill-building workshop; 6) assemble materials for a workshop; 7) carry out a skill-building workshop; 8) plan and carry out an outside reinforcement trip; 9) identify options for learning to meet needs; 10) plan and carry out a local awareness program; 11) install programs that have been identified; 12) plan and carry out a training-for-evaluation session; and 13) plan for recycle.

The following products are being developed:

1. Description of the community change process
2. Process facilitator's manual
3. Resources for decision making kits for process facilitators and local participants



ANTICIPATED AVAILABILITY

1974

AVAILABLE INFORMATION

PRODUCT NAME

School Strategy/Rural Futures Development

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Rowan Stutz

PROGRAM, PRODUCT LINKS

Program: 76

Products: 212, 380, 382, 383, 403, 507

TARGET AUDIENCE

Rural communities

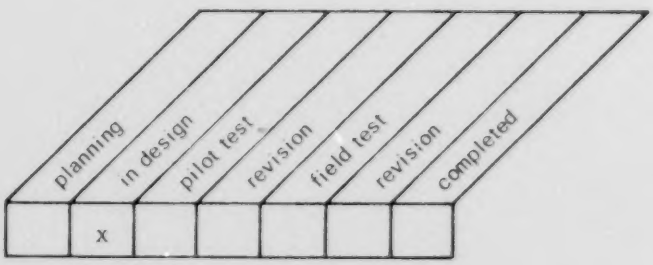
PRODUCT EVALUATION

PRODUCT ABSTRACT

Trained process facilitators, working in tandem with the community process facilitators, assist rural teachers and administrators to form into small problem-solving groups. These task forces or inquiry teams identify, analyze, and solve educational problems as they arise in individual schools. The problem-solving efforts of the school staff are integrated with the work of the representative school-community group.

The following products are being developed:

1. A description of the school inquiry process
2. A process facilitator's manual
3. A school inquiry guide
4. An administrator's clinic materials and guide



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

Curriculum Strategy/Rural Futures Development

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Rowan Stutz

PROGRAM, PRODUCT LINKS

Program: 76

Products: 212, 380, 381, 383, 403, 507

TARGET AUDIENCE

Rural communities

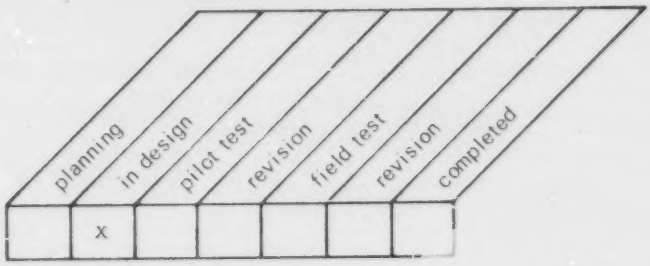
PRODUCT EVALUATION

PRODUCT ABSTRACT

A curriculum model based on learners' wants and needs and on their direct action in rural communities will be developed. The major focus is on developing decision-making and decision-executing competency in learners. Six curriculum packages will be provided that exemplify this model and that will help rural teachers and students to master it. A curriculum development guide will help teachers and other curriculum developers apply the model.

The following products are being devloped:

1. A description of the model
2. Six exemplary curriculum packages
3. A curriculum resource and development guide



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

Support Agency Strategy/
Rural Futures Development

INSTITUTION

Northwest Regional
Educational Laboratory

PRINCIPAL INVESTIGATOR

Rowan Stutz

PROGRAM, PRODUCT LINKS

Program: 76

Products: 212, 380, 381, 382, 403, 507

TARGET AUDIENCE

Rural communities

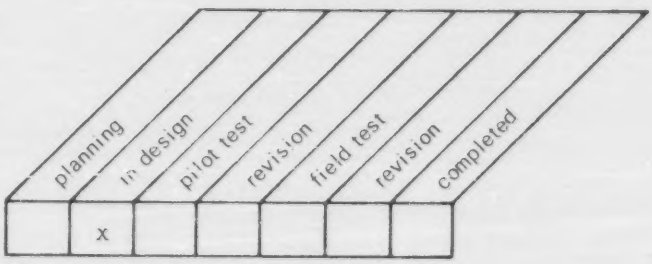
PRODUCT EVALUATION

PRODUCT ABSTRACT

Education agencies such as state departments of education, intermediate school districts, and community colleges are encouraged and aided to examine their role and functions related to rural education, and helped to move toward a more supportive role through training and technical assistance. The intended result is that the agencies that perform a supporting role for rural school systems will work in ways that strengthen these local units and respond to locally determined needs for services and supplementary resources.

The following products are being developed:

1. A support agency inquiry process guide
2. Process facilitator training plan and materials
3. A field consultant's training plan and materials
4. Support agency resources bank



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

Programming Language for Interactive Teaching (PLANIT)

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 77

TARGET AUDIENCE

Teachers using computer assisted instruction

PRODUCT EVALUATION

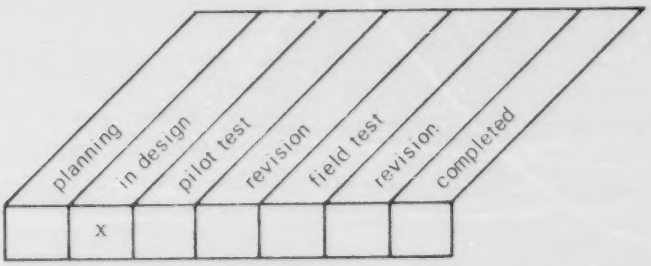
PRODUCT ABSTRACT

A computer language that can be used on a variety of different time sharing systems greatly facilitates the writing and use of computer based instructional materials.

PLANIT (Programming LANguage for Interactive Teaching) is designed for use on computing equipment of the type normally operated on college and university campuses. Building on previous work at System Development Corporation and other locations, the Laboratory is completing development of the computer language in cooperation with Washington State University.

PLANIT includes a language for authoring instructional course content and the logic for administering it automatically and simultaneously to a group of students working at computer terminals. The author prepares his material in the PLANIT language either at a terminal or on cards and the time sharing system presents it to students, automatically keeping performance records and maintaining other functions as necessary.

The system, which is contained in a single magnetic computer tape, can be installed on a variety of computers with much less effort and expense than any other comparable computer program.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

Using the Computer in Data Management/Decision Making

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Duane Richardson

PRODUCT ABSTRACT

The course is being designed to give administrators knowledge and experience with competer-based planning and decision making.

PROGRAM, PRODUCT LINKS

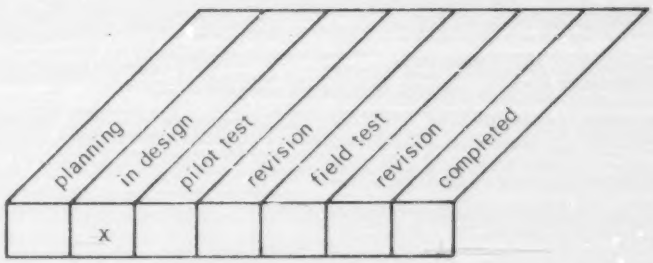
Program: 77

TARGET AUDIENCE

School administrators

PRODUCT EVALUATION

ANTICIPATED AVAILABILITY



AVAILABLE INFORMATION

PRODUCT NAME

School Evaluation Kit

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 84

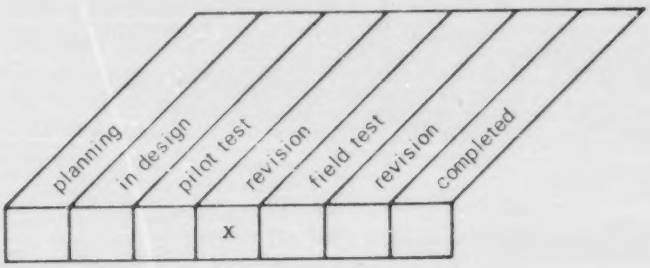
TARGET AUDIENCE

School district personnel

PRODUCT EVALUATION

PRODUCT ABSTRACT

This Kit helps users specify cognitive and affective pupil outcomes consonant with broad district goals in order to select appropriate measurement instruments for assessing student achievement of desired outcomes. The advantages and disadvantages of different kinds of available indicators are discussed in terms of their suitability for district informational needs and decision-making purposes. Criteria related to questions of sampling and control, timing, statistical interpretation, and whether to select/modify/ or construct instruments are included to assist the district in formulating a cohesive and comprehensive evaluation design. The module examines possible trade-offs to be made among different kinds of evaluation methods in terms of reliability, content and construct validity, and various practical concerns. Module orientation materials prepare the project manager to schedule, implement, assign personnel, and budget costs for assessment activities. An introductory tape describes the general purposes and content of the module. Actual assessment procedures are detailed in a single manual with specialized supplements. The single manual illustrates the general evaluation process. The supplements or "mini-manuals" pertain to RBS product evaluation in three areas: reading, science, and mathematics.



ANTICIPATED AVAILABILITY

June 1975

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Role Structuring Module

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 84

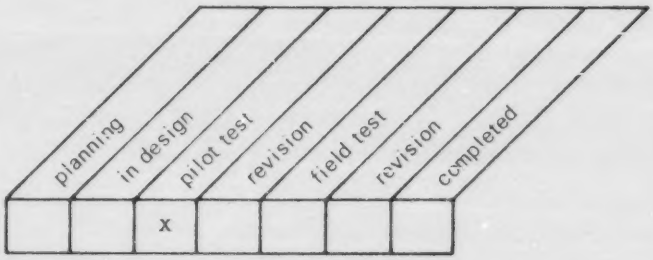
TARGET AUDIENCE

School district personnel

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Role Structuring Module is designed to guide school district administrators, curriculum supervisors, and principals in developing new roles and relationships necessary for the implementation of innovative programs. The skills and knowledge acquired through these materials facilitate the identification of needed changes in roles and increase the school district's effectiveness, efficiency, and adaptability in the change process with a minimal disruption of current activities. Materials in the Role Structuring Module include printed pre- and post-tests, printed self-instructional material, and tape cassettes.



ANTICIPATED AVAILABILITY

Fall 1975

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Proposal Development Module

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 84

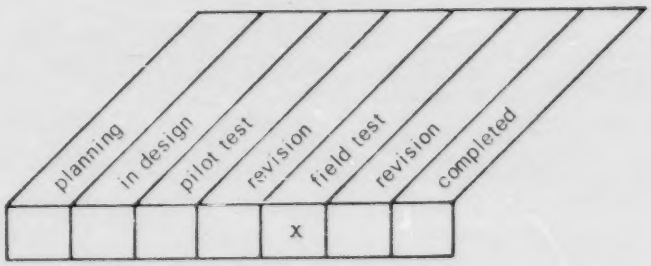
TARGET AUDIENCE

School district personnel

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Proposal Development Module is designed to improve the learner's knowledge and skills in the development and use of a project proposal. The module is intended for use by persons assigned to prepare a proposal for securing funds to support the adoption of instructional changes. These persons are usually central office administrators who probably have to coordinate proposal development activities with several other administrators in the district. Since funding agencies have expressed concerns about the apparent lack of knowledge about project planning, the demonstration of this knowledge in the proposal document itself would substantially increase chances of funding. The module enables the user to acquire proposal preparation competencies in either a group or an individualized setting. It contains paper and pencil materials and, for those districts interested in investing in the complete training package, a synchronized slide-cassette option.



ANTICIPATED AVAILABILITY

1974

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Community Perceived Needs Module

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 84

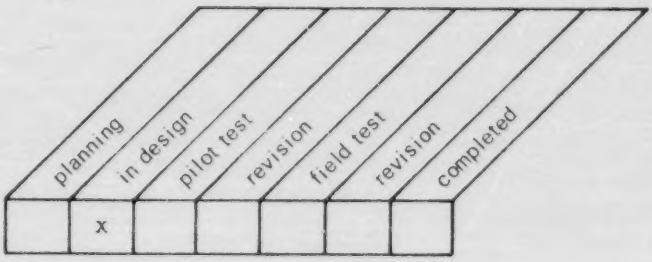
TARGET AUDIENCE

School district personnel

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Community Perceived Needs Module is directed toward helping principals and central office personnel acquire competencies in gathering valid and useful information from the community. The module details procedures for collecting data by different sampling methods and states the relative advantages and disadvantages of each. Where appropriate, construction and evaluation procedures are enumerated. Data provided by community participants should be particularly useful for 1) establishing district goals and priorities and 2) evaluating from an independent source the general effectiveness of the various programs currently in operation in the schools.



ANTICIPATED AVAILABILITY

October 1975

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

School District Planning Guide for Change

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 84

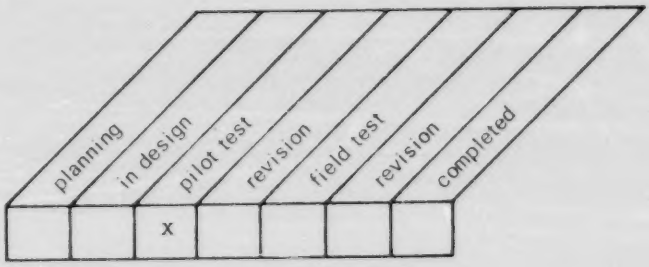
TARGET AUDIENCE

School district personnel

PRODUCT EVALUATION

PRODUCT ABSTRACT

The School District Planning Guide for Change is designed to assist school district personnel in the development of a tentative plan representing district commitment to change. Specifically, the guide provides districts seeking to bring about institutional changes guidance on developing plans for change based on careful consideration of local expectations, training needs, and resource requirements. While the intent of this module is to give guidance to school districts using or planning to use RBS products, the materials give substantial guidance for preplanning any kind of instructional change. The module is largely in written format but occasionally employs other media in its presentation.



ANTICIPATED AVAILABILITY

December 1975

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Pupil Perceived Needs Package

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 84

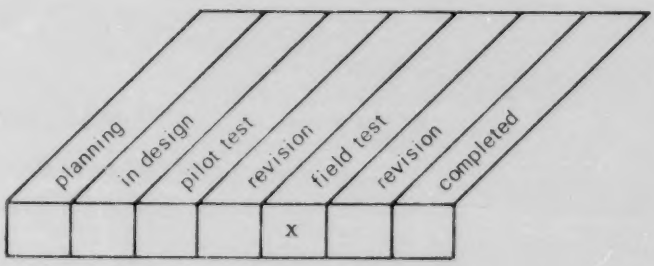
TARGET AUDIENCE

School district personnel

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Pupil Perceived Needs Package is a self-contained instructional package that enables school administrators to assess attitudes and concerns related to the needs of pupils who use Laboratory curriculum products. Teachers and administrators are aware of the importance of pupil concerns and attitudes and the positive consequences of pupil involvement in curriculum assessment and planning, but often are not trained in collecting important information from the pupils. The module helps them review and analyze pupil perceptions about their learning environment. The materials, which include printed matter and one cassette tape, examine sampling procedures, strategies for efficient data gathering, data processing, and data analysis.



ANTICIPATED AVAILABILITY

October 1974

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Research Reports from General and Intensive Surveys

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

E. G. Cohen

PROGRAM, PRODUCT LINKS

Program: 101

Products: 137, 138, 139, 140, 393, 394

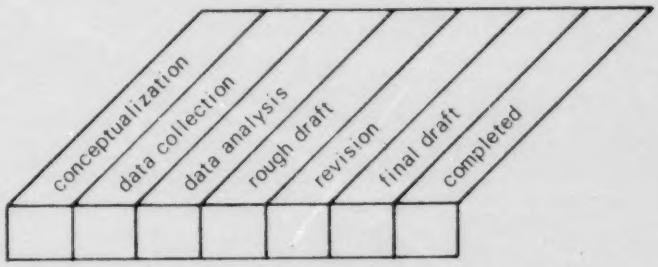
TARGET AUDIENCE

Educational administrators; teachers; students of organizational theories and educational administration

PRODUCT EVALUATION

PRODUCT ABSTRACT

These reports will present summaries of research methodology and findings used in General and Intensive Surveys of a 200-school sample. See the Environment for Teaching Program Abstract for topics of central interest. Other topics include studies on student perceptions of the learning environment, student outcomes, and role of colleague groups in improving teacher performance.



ANTICIPATED AVAILABILITY

Reports will appear at intervals throughout 1974 and 1975.

AVAILABLE INFORMATION

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Report on Problems of Implementing Differentiated Staffing

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

T. E. Deal

PROGRAM, PRODUCT LINKS

Program: 101

Products: 137, 138, 139, 140, 392, 394

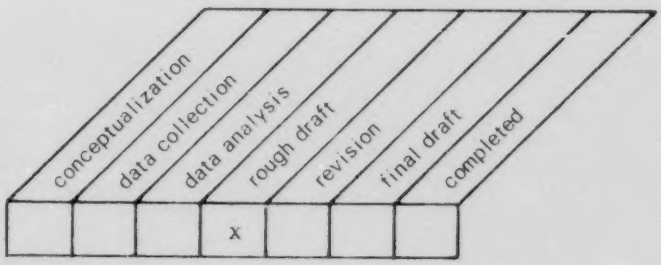
TARGET AUDIENCE

Educational administrators; teachers; students of organizational theories and educational administration

PRODUCT EVALUATION

PRODUCT ABSTRACT

This report will summarize problems encountered in implementing differentiated staffing schemes other than those described in "An Exploratory Study of the Role of Paid Aides in a Differentiated Staffing Project."



ANTICIPATED AVAILABILITY

Summer 1974

AVAILABLE INFORMATION

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Research and Summary Reports of Stanford Project on Academic Governance

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

J. V. Baldridge

PROGRAM, PRODUCT LINKS

Program: 101

Products: 137, 138, 139, 140, 392, 393

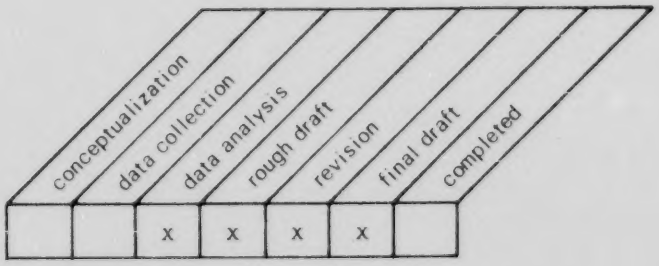
TARGET AUDIENCE

Educational administrators; teachers; students of organizational theories and educational administration

PRODUCT EVALUATION

PRODUCT ABSTRACT

These reports will present detailed analyses not previously reported and synthesizing reports based on an extensive survey dealing with governance in higher education and its links to academic innovation and change.



ANTICIPATED AVAILABILITY

March - November 1974

AVAILABLE INFORMATION

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Guidelines for Organizing Schools for Effective Instruction

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

E. G. Cohen

PROGRAM, PRODUCT LINKS

Program: 101

Products: 137, 138, 139, 140, 392, 393, 394, 396, 397

TARGET AUDIENCE

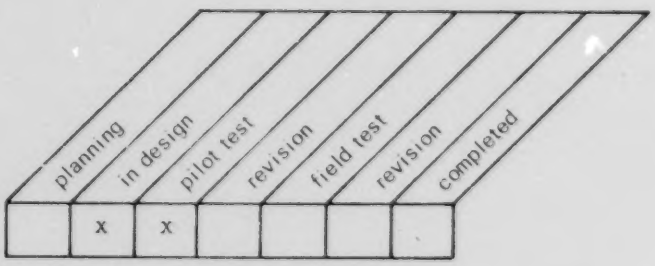
Educational administrators; teachers; students of organizational theories and educational administration

PRODUCT EVALUATION

PRODUCT ABSTRACT

This handbook will include concrete recommendations based on General and Intensive Surveys of a 200-school sample (see Program Abstract for topics of central interest). It also will include results and/or recommendations of studies on student perceptions of the learning environment, student outcomes, and role of colleague groups in improving teacher performance.

The handbook may be divided into two or three separate publications.



ANTICIPATED AVAILABILITY

November 1975

AVAILABLE INFORMATION

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Manual for Teacher Evaluation

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

S. M. Dornbusch

PROGRAM, PRODUCT LINKS

Program: 101

Products: 137, 138, 139, 140, 392, 393, 394, 395, 397

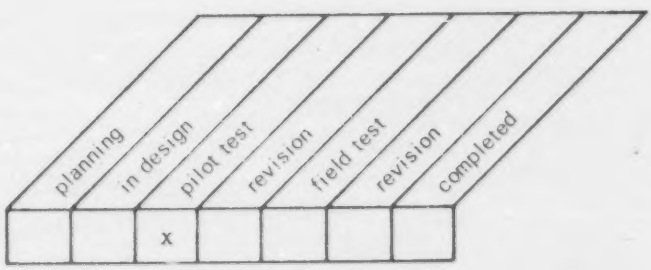
TARGET AUDIENCE

Educational administrators; teachers; students of organizational theories and educational administration

PRODUCT EVALUATION

PRODUCT ABSTRACT

This manual will include concrete recommendations for evaluation of teachers, based on research and field tests emphasizing a theory of the relationship of evaluation to authority as applied to schools in contrast to other social institutions.



ANTICIPATED AVAILABILITY

September 1975

AVAILABLE INFORMATION

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Manual on Student Perceptions of the Link Between School and Work

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

S. M. Dornbusch

PROGRAM, PRODUCT LINKS

Program: 101

Products: 137, 138, 139, 140, 392, 393, 394, 395, 396

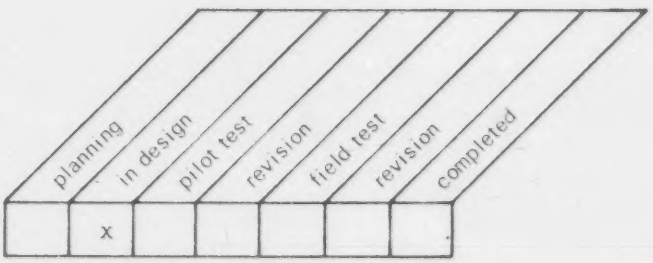
TARGET AUDIENCE

Vocational educators; educational administrators; researchers

PRODUCT EVALUATION

PRODUCT ABSTRACT

This manual will summarize the results of a study investigating vocational education programs, with emphasis on the perceived link between school and work; alienation from school; satisfaction with school; effort in school work; attitudes toward school authority and discipline; and student aspiration and goals. Aimed primarily at vocational educators in California, the manual is intended to provide information and techniques that vocational educators on a local and national level can apply to their own schools to minimize student alienation and maximize the relevance of schools in the eyes of students.



ANTICIPATED AVAILABILITY

October 1974

AVAILABLE INFORMATION

Stanford Center for Research and Development
in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

ALSO SEE:

EARLY CHILDHOOD EDUCATION

Volume 1 Available Products

Famulus II 141
Review and Index of Tests and Measurements of Early Childhood Education Program 142
CSE-ECRC Preschool/Kindergarten Test Evaluations 144
CSE Preschool/Kindergarten Hierarchical Objectives Charts 145

ELEMENTARY EDUCATION

Volume 1 Available Products

CSE Elementary School Test Evaluations 160
CSE Elementary School Hierarchical Objectives Charts 161
ALERT Sourcebook of Elementary Curricula, Programs, and Projects 173
The Schools and Individualized Instruction: Six Perspectives 183
Multiunit Elementary School 198

Volume 2 Anticipated Products

CSE Elementary School Evaluation KIT: Program Planning 414
CSE Elementary School Evaluation KIT: Implementation and Progress Evaluation 415
Elementary Mathematics Information Unit 419

SECONDARY EDUCATION

Volume 1 Available Products

American Government Information Unit 208
Social Studies Information Unit 209
Human Relations Training Unit 210

Volume 2 Anticipated Products

CSE Secondary School Test Evaluations 444
Multiunit Secondary School 450

CAREER EDUCATION

Volume 1 Available Products

Statewide Planning and Management of Vocational Education 226
Local Planning and Management of Vocational Education 227
System for Statewide Evaluation of Vocational Education 230
Information Dissemination and Utilization in Vocational Education 239
Diffusion of Innovations in Vocational and Technical Education 240

HIGHER EDUCATION

Volume 1 Available Products

Educational Development Officer: Inservice Training 269
Educational Development Officer: Training Series 270
Developing Measurable Objectives: A Training Package 271
Group Delphi Goals 272
Model Institutional Factbook 273
Institutional Research Models 274
NLHE Information System 275
NLHE General Ledger System 276
Statistical Interface System 277
Management Planning Guide 278
Management by Objectives Training Package 279
Supplementary Material for Individualized Instruction 280
Goal-Setting for Organizational Accountability 281
Writing Higher Level Objectives: Cognitive Domain 282
Instructional Improvement Training Series and Workshop Trainer's Manual 283

TEACHER EDUCATION

Volume 1 Available Products

Teaching a Standard English to Speakers of Other Dialects--Targeted Communications Project 291
Four Studies of the Effects of Using Teams-Games-Tournament in the Classroom 292
Instructional Model for Optimal Use of Games 293
Evaluation Scheme for Determining the Effectiveness of Games 294
Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom 311
Quality Assurance Specialist Program 332
Mandated Evaluation of Educators: A Conference on California's Stull Act 343

Volume 2 Anticipated Products

A Study of Parent Training for Participation in Decision Making 488
Faculty Information and Staff Development Programs 489
Content Analysis of Textbooks for Black Students, Grades 1-3 498
Preparing Education Training Consultants (PETC) 503

BASIC RESEARCH

Volume 1 Available Products

Evaluation Comment 351
Observations and Analysis of the Literature on Change 354
Evaluation of Comprehensive Planning Literature with an Annotated Bibliography 355
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359
Promising School Practices for Mexican Americans 360

Volume 2 Anticipated Products

The Impact of Evaluation on Decision Making: The Title VII Experience 523
A Guide to Educational Resources 524

Early Childhood Education

PRODUCT NAME

Home-Oriented Preschool Education (HOPE) Publications

INSTITUTION

Appalachia Educational Laboratory, Inc.

PRINCIPAL INVESTIGATOR

Roy W. Alford, Jr.

PROGRAM, PRODUCT LINKS

Program: 2

TARGET AUDIENCE

School superintendents; state departments of education officials; kindergarten coordinators; teachers

PRODUCT EVALUATION

ERIC Numbers and Titles:

ED 041 626
Evaluation Report: Early Childhood Education Program, 1969 Field Test

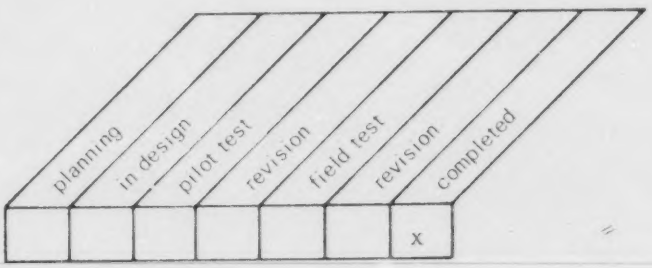
ED 052 837
Evaluation Report: Early Childhood Education Program, 1969-1970 Field Test. Summary Report

ED 062 024
Summative Evaluation of the Appalachia Preschool Education Program

PRODUCT ABSTRACT

These publications cover all aspects of the Appalachia Educational Laboratory's HOPE program to instruct preschool children through TV lessons, home visitors, and professionally staffed group sessions:

1. Program Overview and Requirements explains the program and what is needed to put it into operation
2. Field Director's Manual provides direction to field team leaders and staff to operate and coordinate field activities
3. Handbook for Mobile Classroom Teachers and Aides orients the teacher and aide to their roles in the three-part program
4. Home Visitor's Handbook provides home visitors with guidance on planning and carrying out their responsibilities
5. Curriculum Planning Guide states behavioral objectives and suggests activities by program parts-- TV instruction, home instruction, and group instruction
6. Materials Preparation Guide provides directions for planning and preparing all needed curriculum materials-- videotaped lessons, parents' guides, home visitor activities, mobile classroom suggestions, and children's activity sheets and supplies
7. Personnel Training Guide provides field director advice for preservice and inservice staff training.



ANTICIPATED AVAILABILITY

Limited copies available through the Laboratory. Entire set available through ERIC -- contact Laboratory for ERIC ED numbers.

AVAILABLE INFORMATION

Information Officer
Appalachia Educational Laboratory, Inc.
P.O. Box 1348
Charleston, W. Va. 25325

PRODUCT NAME

Marketable Preschool Education Materials

INSTITUTION

Appalachia Educational Laboratory, Inc.

PRINCIPAL INVESTIGATOR

Roy W. Alford, Jr.

PROGRAM, PRODUCT LINKS

Programs: 1, 2, 3

TARGET AUDIENCE

School superintendents; state department of education officials; preschool education personnel

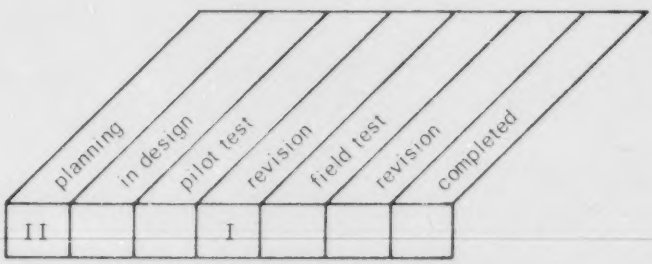
PRODUCT EVALUATION

PRODUCT ABSTRACT

The Marketable Preschool Education Program materials will form a package for an entire three-year preschool education program aimed at rural areas, but also usable in other areas where resources are limited. The program combines the use of daily television lessons, weekly home visits by paraprofessionals, and weekly group sessions staffed by trained teachers. It is designed for three-, four-, and five-year-olds.

The products include:

1. 510 videotaped lessions
2. 102 weekly issues of parents' guides with related children's materials
3. 102 weekly lesson plans for group sessions
4. A home visitors training package that includes printed materials and related audiovisual materials for a 7- to 10-day training period
5. Incidental materials, such as art supply lists and bibliographies for professionals, paraprofessionals, parents, and children
6. Catalog of videotapes, films, and slides already in the public domain and suitable for preschool children



ANTICIPATED AVAILABILITY

I. Home visitors training package: available by Fall 1976
II. 1st year of TV lessons and related materials: available by Fall 1976; complete package by Fall 1978

AVAILABLE INFORMATION

Information Officer
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, W. Va. 25325

PRODUCT NAME

Infant Group Care Routines

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Michael F. Cataldo

PROGRAM, PRODUCT LINKS

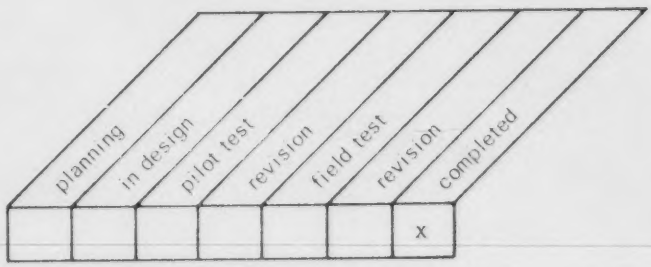
TARGET AUDIENCE

Educational change agents

PRODUCT EVALUATION

PRODUCT ABSTRACT

Based on research and experience emanating from an infant-group care center at Lawrence, Kan., CEMREL, Inc. has developed a series of reliable technologies to care for children in an infant-group care setting. This work is designed to establish child-care practices that handle staff duties efficiently and that provide a safe and healthful environment, engineered to stimulate normal child development. Staff training packages were developed to describe routines for each area of the infant-group care center: 1) receiving and accepting responsibility for the child; 2) feeding; 3) diapering; 4) napping; 5) play activity; and 6) supervisory duties. The materials are designed to be easily used by care-givers in real day care situations. Advice about staff assignments, recommended toys and materials, record keeping, facilities designs, and evaluation data are included in each package.



ANTICIPATED AVAILABILITY

June 1973

AVAILABLE INFORMATION

Publications
CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Flexible Learning System for Adults in Early Childhood Education

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Dr. Masako Tanaka

PROGRAM, PRODUCT LINKS

Program: 62

TARGET AUDIENCE

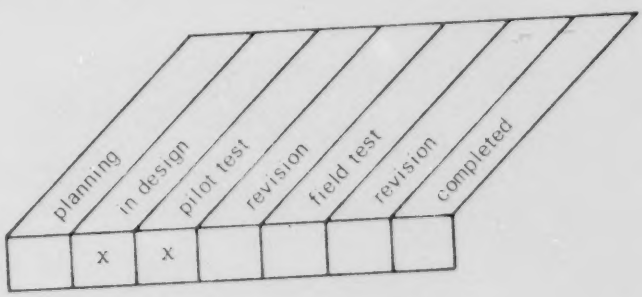
Preprofessionals, teaching assistants, teachers, and trainers in preschool and primary grades

PRODUCT EVALUATION

PRODUCT ABSTRACT

This new learning system for adults in early childhood education is a competency-based, learner-centered set of materials and procedures being developed with funds supplied by the National Institute of Education. Each learner elects which units to work with by going through a set of Q-sort cards that help to match needs and wants in setting training priorities. Ten learning units were in preliminary form by the end of 1973, covering such subjects as self-concept, senses and perceptions, classification concepts, using toys and games, problem-solving, language skills, analyzing materials for Blacks and Chicanos, etc. An assessment system will enable school districts to compare their classrooms with certain criteria deemed essential for "responsiveness"; it also allows teachers and supervisory staff to make specific recommendations about teacher behaviors and classroom management. Each learning unit includes: pretest and posttest; specific learning objectives; step-by-step training outline; check-up activities and questions; and a variety of learning processes. All materials are designed for on-the-job learning.

A descriptive booklet, "The Responsive Competency-based Learning System," is available in limited quantity.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Early Skills

INSTITUTION

Learning Research and Development Center, University of Pittsburgh

PRINCIPAL INVESTIGATOR

James Holland

PROGRAM, PRODUCT LINKS

Program: 68

TARGET AUDIENCE

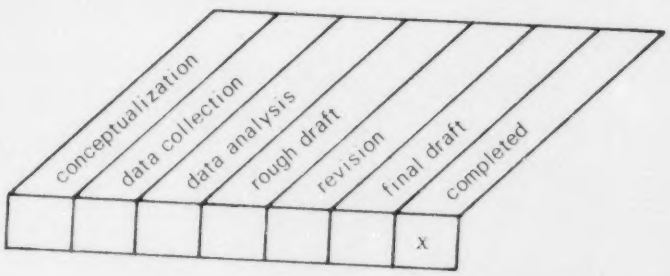
Children aged three to seven who lack proficiency in language skills and basic concepts

PRODUCT EVALUATION

The programs were tested repeatedly with positive results.

PRODUCT ABSTRACT

Early Skills is a set of four programmed instructional sequences designed to teach language skills and basic concepts. It is skill-oriented, self-contained, hierarchically sequenced, and individualized by pace and entry behavior. The basic discrimination and language tasks are presented within the framework of a variety of games. These games are not only fun, but provide exposure to certain important skills such as scanning, categorization, and object identification.



ANTICIPATED AVAILABILITY

Awaiting commercial publication

AVAILABLE INFORMATION

Information Services
LRDC
160 North Craig Street
Pittsburgh, Pa. 15260

PRODUCT NAME

Family Strategy/Rural Futures Development

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Rowan Stutz

PROGRAM, PRODUCT LINKS

Program: 76

Products: 212, 380, 381, 382, 383, 507

TARGET AUDIENCE

Rural communities

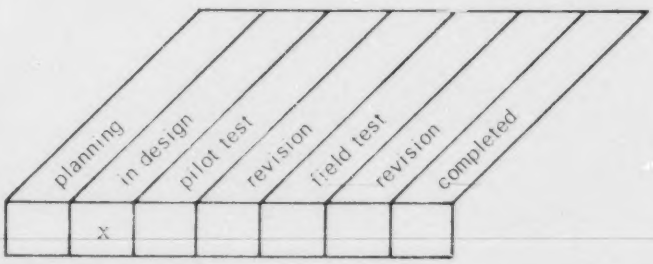
PRODUCT EVALUATION

PRODUCT ABSTRACT

Products of the family unit will give rural school districts or other interested agencies a home-based early childhood education program that helps families better the educational environment within the home and provides them with needed educational materials. The strategy emphasizes family inquiry processes and access to a wide variety of educational materials.

The following products are being developed:

1. A description of the family strategy
2. Family consultant training manual and materials
3. A family consultant's manual
4. Family inquiry guide
5. Lending library guide and catalog



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

Bilingual Early Childhood Program (Levels I, II, and III)

INSTITUTION

Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Shari Nedler

PROGRAM, PRODUCT LINKS

Program: 96

TARGET AUDIENCE

3-, 4-, and 5-year-old Spanish-speaking children; teachers of children in the target population; parents of children in the program

PRODUCT EVALUATION

Program materials have been pilot tested at selected sites. Formative evaluation data, objective test data, and external program reviews indicate that children in the program made significant gains compared to samples of children in traditional early childhood programs. Evaluation is used for program revision.

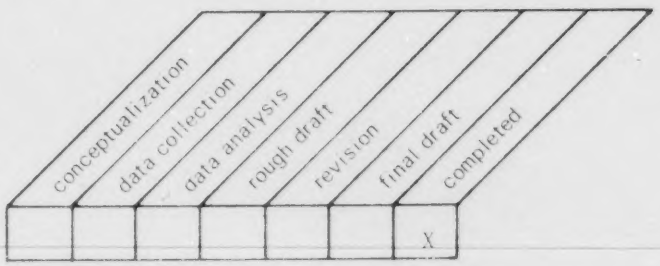
Evaluation reports are available for 1970-73.

PRODUCT ABSTRACT

The Bilingual Early Childhood Education program for 3-, 4-, and 5-year-olds is a comprehensive planned program covering the total school day. Instructional materials for each age level are divided into 25 curriculum units dealing with content areas relevant to the economically disadvantaged child. Major areas of skill training are visual, auditory, motor, basic English structures, thinking and reasoning, and ideas and concepts. Initial instruction is in Spanish with English introduced after the child has mastered the concept in his first language. Spanish continues to be used throughout the program. Staff development activities and parent-education lessons are included. Level I (3-year-olds) and Level II (4-year-olds) are available separately; Level III (5-year-olds) should be used only following Level II.

Program materials include:

1. Curriculum for 3-year-olds (25 units in both Spanish and English)
   Curriculum for 4-year-olds (25 units in both Spanish and English)
   Curriculum for 5-year-olds (25 units in both Spanish and English)
2. Staff Development Materials (14 training modules)
3. Parent Education Program (50 activities for each age level)



ANTICIPATED AVAILABILITY

Level I - Fall 1974
Level II - January 1974
Level III - Fall 1974

AVAILABLE INFORMATION

Field Relations and Dissemination Division
Southwest Educational Development Laboaratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Education of the Handicapped Child in a Regular Bilingual Classroom

INSTITUTION

Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Joyce Evans

PROGRAM, PRODUCT LINKS

Program: 96

Product: 404

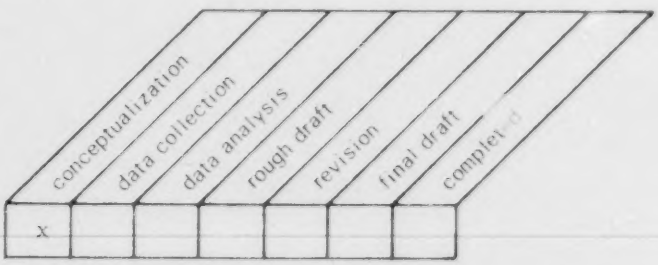
TARGET AUDIENCE

Four-year-old, Spanish-speaking children who are handicapped

PRODUCT EVALUATION

PRODUCT ABSTRACT

The program for handicapped four-year-olds emphasizes a developmental rather than a deficit approach in instructional methodology. It maximizes classroom learning in which handicapped children interact with nonhandicapped. The program will complement the previously developed Level II (4-year-old) Bilingual Early Childhood Program for nonhandicapped Mexican American children. The program will provide bilingual education for Mexican American children. Design efforts during the first year will concentrate on curriculum for children with mild to moderate problems in learning; instructional materials for parents, teachers, and administrators; and instruments for identification of the handicapped child. Formative and summative evaluation will be employed during field test of the materials. Program objectives include: 1) specification and development of gross screening measures appropriate for Spanish-speaking children; 2) specification and development of diagnostic instruments to determine individual learning profiles; 3) design and development of instructional materials addressing perceptual-motor, cognitive, and language abilities; 4) design and development of training materials for teachers and administrators; and 5) design and development of information and home activities for parents.



ANTICIPATED AVAILABILITY

1975

AVAILABLE INFORMATION

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

Diffusion Strategy Guide 109
Guide to the Development of a Regional Consortium of State Departments of Education 110
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125

ELEMENTARY EDUCATION

Volume 1 Available Products

Language and Thinking, Level A 159
Publication Series 178
Concepts and Language 194
Oral Language Program 196
Reinforced Readiness Requisites Program 197

Volume 2 Anticipated Products

Aesthetics in the Physical World 406
Classroom Strategies 433
Thinking and Reasoning 437
Exploring Number Concepts 438
Children's Folklore 439

SECONDARY EDUCATION

Volume 2 Anticipated Products

Exploring Childhood 446

TEACHER EDUCATION

Volume 1 Available Products

Minicourse 2: Developing Children's Oral Language 305
Minicourse 8: Organizing Independent Learning--Primary Level 307
Minicourse 18: Teaching Reading as Decoding 310
Research Reports from Program on Teaching and Linguistic Pluralism 348

BASIC RESEARCH

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359
Promising School Practices for Mexican Americans 360

Elementary Education

PRODUCT NAME

Aesthetics in the Physical World (an aesthetic education learning package)

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Stanley S. Madeja

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 284, 285, 286, 287, 407, 408, 409, 410, 411, 480

TARGET AUDIENCE

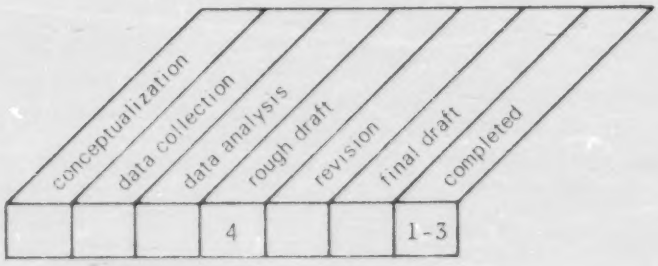
Children in grades K-1; non-arts teachers of primary grades; curriculum administrators of primary grades

PRODUCT EVALUATION

Each package will be subjected to several testing situations: small-classroom experiments during prototype development; a hothouse trial, the teaching of the first completed version in a single classroom by a non-arts specialist classroom teacher; and pilot testing, the teaching of the revised package in two classrooms representing diverse socio-economic levels.

PRODUCT ABSTRACT

This package examines the aesthetic qualities of light, motion, sound, and space. As these elements are used in all of the creative arts, this package gives students an opportunity to see how several art forms might use the same element. The planned outcomes for students are familiarity with the physical properties of light, time, motion, space, and sound; examination of their aesthetic qualities; and experience with these elements from an aesthetic point of view.



ANTICIPATED AVAILABILITY

1. Light--completed testing, publication in 1974
2. Sound--completed testing, publication in 1974
3. Space--completed testing, publication in 1974
4. Motion--hothouse trial in 1974

AVAILABLE INFORMATION

Contact Aesthetic Education Program, CEMREL, Inc., 3120 - 59th Street, St. Louis, Mo. 63139

PRODUCT NAME

Aesthetics and the Arts Elements (an aesthetic education learning package)

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Stanley S. Madeja

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 284, 285, 286, 287, 406, 408, 409, 410, 411, 480

TARGET AUDIENCE

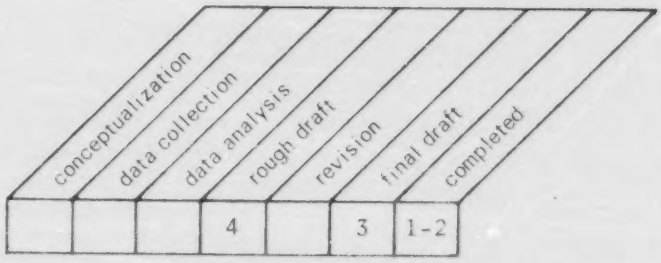
Children in grades 1 and 2; non-arts teachers of primary grades; curriculum administrators of primary grades

PRODUCT EVALUATION

Each package will be subjected to several testing situations: small-classroom experiments during prototype development; a hothouse trial, the teaching of the first completed version in a single classroom by a non-arts specialist classroom teacher; and pilot testing, the teaching of the revised package in two classrooms representing diverse socio-economic levels.

PRODUCT ABSTRACT

Aesthetics and the Arts Elements includes concepts that relate specifically to the elements used in the arts and present in the environment, such as tone color in music or shape in the visual arts, and their relationship to the structure of the art work. Students begin to develop the skills necessary to make aesthetic judgments. Students work through activities where they identify art elements, create with them, and identify how they are used in a whole work of art.



ANTICIPATED AVAILABILITY

1. Non-verbal Communication--completed testing, publication in 1974; 2. Dramatic Conflict--completed testing, publication in 1974; 3. Setting & Environment--completed testing, publication in 1975; 4. Part/Whole--hothouse trial in 1974

AVAILABLE INFORMATION

Contact Aesthetic Education Program, CEMREL, Inc., 3120 - 59th Street, St. Louis, Mo. 63139

PRODUCT NAME

Aesthetics and the Creative Process (an aesthetic education learning package)

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Stanley S. Madeja

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 284, 285, 286, 287, 406, 407, 409, 410, 411, 480

TARGET AUDIENCE

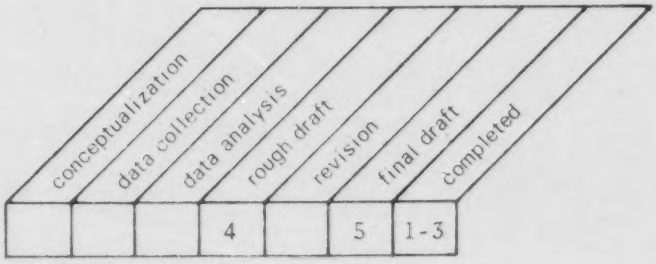
Children in primary grades; non-arts teachers of primary grades; curriculum administrators of primary grades

PRODUCT EVALUATION

Each package will be subjected to several testing situations: small-classroom experiments during prototype development; a hothouse trial, the teaching of the first completed version in a single classroom by a non-arts specialist classroom teacher; and pilot testing, the teaching of the revised package in two classrooms representing diverse socio-economic levels.

PRODUCT ABSTRACT

Aesthetics and the Creative Process presents methods of organizing the elements through the creative process, or the process of transforming the elements into whole works of art. Students attend to methods by which they create their own structure and in the process create works of art. Thus they enter into the process of making aesthetic judgments.



ANTICIPATED AVAILABILITY

1. Analyzing Characterization; 2. Making Sound Patterns; 3. Forming with Movement--are completing testing, publication in 1974. 4. Creating with Projected Images--hothouse in 1974. 5. Creating Sound Word Patterns--completed testing, publication in 1975

AVAILABLE INFORMATION

Contact Aesthetic Education Program, CEMREL, Inc., 3120 - 59th Street, St. Louis, Mo. 63139

PRODUCT NAME

Aesthetics and the Artist (an aesthetic education learning package)

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Stanley S. Madeja

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 284, 285, 286, 287, 406, 407, 408, 410, 411, 480

TARGET AUDIENCE

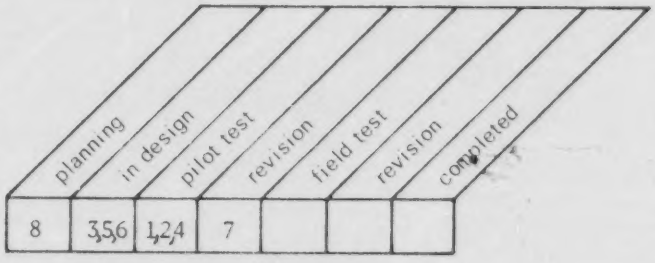
Children in upper elementary grades; non-arts teachers of upper elementary grades; curriculum administrators of upper elementary grades

PRODUCT EVALUATION

Each package will be subjected to several testing situations: small-classroom experiments during prototype development; a hothouse trial, the teaching of the first completed version in a single classroom by a non-arts specialist classroom teacher; and pilot testing, the teaching of the revised package in two classrooms representing diverse socio-economic levels.

PRODUCT ABSTRACT

Aesthetics and the Artist emphasizes how professionals in the arts organize art elements into a whole work. Although each type of artist is looked at within the context of the unique qualities of the art form and the creativeness of the individual, an important aspect of this series is the role similarities that all artists share within the creative process: each originates an idea and organizes elements into an end product that communicates. Although artists may work in different disciplines utilizing different materials and methodologies, the structures of their works and the process of transformation contain similarities. Through the artist's role, students experience exemplary implementation for the other centers of attention.



ANTICIPATED AVAILABILITY

1. The Choreographer; 2. The Composer; 4. The Artist--hothouse, 1974. 3. The Filmmaker; 5. The Writer/Playwright; 6. The Poet--prototype--1974. 7. The Actor/Director--hothouse, 1973. 8. The Critic--planning in 1975

AVAILABLE INFORMATION

Contact Aesthetic Education Program, CEMREL, Inc., 3120 - 59th Street, St. Louis, Mo. 63139

PRODUCT NAME

Aesthetics and the Culture (an aesthetic education learning package)

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Stanley S. Madeja

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 284, 285, 286, 287, 406, 407, 408, 409, 411, 480

TARGET AUDIENCE

Children in upper elementary and intermediate grades; non-arts teachers of upper elementary and intermediate grades; curriculum administrators of upper elementary and intermediate grades

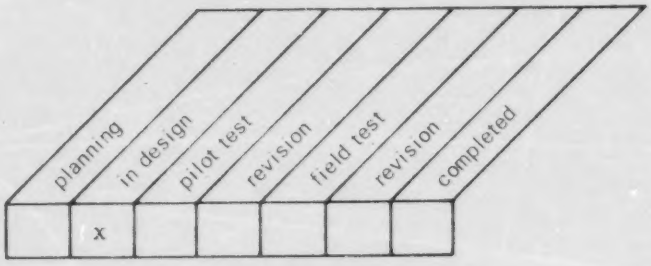
PRODUCT EVALUATION

Each package will be subjected to several testing situations: small-classroom experiments during prototype development; a hothouse trial, the teaching of the first completed version in a single classroom by a non-arts specialist classroom teacher; and pilot testing, the teaching of the revised package in two classrooms representing diverse socio-economic levels.

PRODUCT ABSTRACT

Aesthetics and the Culture illustrates the relationship between aesthetics and the culture. In these materials the students investigate the indicators by which one recognizes the aesthetics of a given culture. This provides the students with a basis for comparing cultures not only on social, political, and economic grounds but also on aesthetic grounds. The packages emphasize the art forms of specific cultures as well as the value systems-- political, social, religious-- that operate to stimulate the creation of these forms.

Six packages are projected for this series; pilot testing will be completed in 1975.



ANTICIPATED AVAILABILITY

1976

AVAILABLE INFORMATION

PRODUCT NAME

Aesthetics and the Environment (an aesthetics education learning package)

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Stanley S. Madeja

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 284, 285, 286, 287, 406, 407, 408, 409, 410, 480

TARGET AUDIENCE

Children in upper elementary and intermediate grades; non-arts teachers of upper elementary and intermediate grades; curriculum administrators of upper elementary and intermediate grades

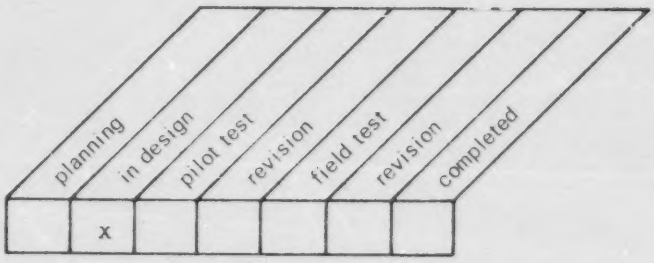
PRODUCT EVALUATION

Each package will be subjected to several testing situations: small-classroom experiments during prototype development; a hothouse trial, the teaching of the first completed version in a single classroom by a non-arts specialist classroom teacher; and pilot testing the teaching of the revised package in two classrooms representing diverse socio-economic levels.

PRODUCT ABSTRACT

Aesthetics and the Environment examines the aesthetic characteristics of the natural and people-created environment and assesses the effect of both on human beings. These packages discuss the processes by which people transform the environment and those areas of the environment requiring aesthetic decisions or consideration. There is no attempt to establish aesthetics as the only priority for the students, but rather to emphasize that when decisions are made about all aspects of our environment, the aesthetic consequences of those decisions, as well as social and political factors, should be considered. Problem solving related to environmental situations is a part of this set of materials.

Seven packages are projected for this series; pilot testing on all packages will be completed in 1975.



ANTICIPATED AVAILABILITY

1975

AVAILABLE INFORMATION

CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Language and Thinking
Level B

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Harriet Doss Willis

PROGRAM, PRODUCT LINKS

Program: 9

Product: 159

TARGET AUDIENCE

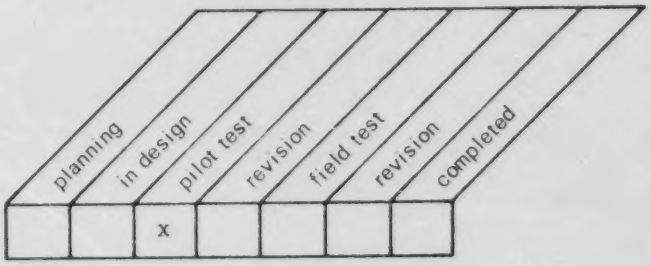
Children in grades 2-5; parents of children in grades 2-5

PRODUCT EVALUATION

Evaluation report available on completion of pilot test.

PRODUCT ABSTRACT

Language and Thinking, Level B, is an instructional approach that consists of a series of activity packages for continuing development of essential skills in language and reasoning for use with upper primary/middle grade students, grades 2-5. This series of packages is an attempt to provide activities in language areas central to learning in other subject areas. The general goals of the program are to develop critical listening skills; to develop skills related to literal and inferential comprehension of written materials; to provide practice in doing critical thinking skills such as drawing relationships, making inferences, making predictions, analyzing problem situations, synthesizing ideas, recognizing incongruities and analogies, making hypotheses, and evaluating situations, events and actions; and to stimulate interest in and develop ability with writing creatively.



ANTICIPATED AVAILABILITY

September 1974

AVAILABLE INFORMATION

CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Elementary School Program, K-6

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Burt Kaufman

PROGRAM, PRODUCT LINKS

Program: 8

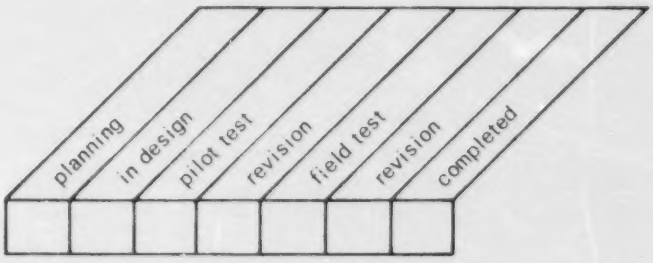
TARGET AUDIENCE

All students in grades K-6

PRODUCT EVALUATION

PRODUCT ABSTRACT

In CSMP's view, the basic problem in school mathematics is simply that children are not learning nearly as much mathematics as they should. Consequently, CSMP proposes to produce a K-12 curriculum for all children that will enable each child to go as far in the study of mathematics as his talents and inclinations allow. The overriding aim of the proposed curriculum is to produce an American public literate in mathematics. The early elementary school program uses a pedagogy of situations continually recalled and repeatedly applied. Such a method is especially well adapted to a group teaching. Each lesson begins with a description of an easily imagined real-life situation. Mathematical ideas acquired by a child maintain the familiar nature of the situations from which they first originated, while the situations themselves continue to provide a solid, tangible foundation for ideas and concepts. The K-2 curriculum emphasizes teacher-led experiences supplemented by independent study involving individualized workbooks, worksheets, and audiotapes, manipulatives, and games. The third-grade curriculum and beyond also uses this multimedia approach, but places greater emphasis on independent study via activity packages.



ANTICIPATED AVAILABILITY

K-1 materials: field test in 1973-74
2nd grade materials: field test in 1974-75

AVAILABLE INFORMATION

School systems interested in 1974-74 field test of K-1 materials and teacher training workshops should contact Robert P. Hammond, 610 E. College, Carbondale, Ill. 62901

PRODUCT NAME

CSE Elementary School Evaluation KIT: Program Planning

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PRINCIPAL INVESTIGATOR

Adrianne Bank

PROGRAM, PRODUCT LINKS

Program: 28

Products: 123, 415

TARGET AUDIENCE

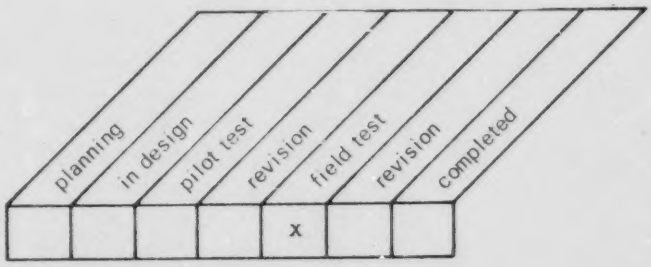
Elementary school principals and teachers

PRODUCT EVALUATION

Information on the pilot testing, revision, field testing, revision process will be made available through the ERIC system in the future; this will include the input from the advisory committee of principals.

PRODUCT ABSTRACT

This KIT is a set of self-instructional materials designed to help principals and teams of teachers systematically plan programs to improve the educational offerings of their schools. Three strategies for planning are offered: An Objectives-Based Planning Strategy, A Teaching Models Approach to Planning, and A Planning Strategy Based on Available Materials. Given a goal area in which a new or improved program is desired, each school selects one of the three versions of the KIT according to the strategy's appropriateness to its own goal and school. The immediate intended outcome of the KIT is that persons who use the materials and recommended procedures will produce a written program plan. Each plan will be unique to that school but will describe program components in such a way as to facilitate implementation and evaluation of the program. Use of the KIT also increases the general knowledge and skill of the planners in the areas of instructional planning and evaluation and helps create a system within the school for continuing change and improvement of the program. Personnel in this planning process include a Coordinator (usually the principal), a Planning Team (usually three to five teachers with an optional parent representative), and an Evaluation Planner (a teacher or other qualified individual). Materials are provided for each participant.



ANTICIPATED AVAILABILITY

Fall 1974

AVAILABLE INFORMATION

Thomas Mann
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

CSE Elementary School Evaluation KIT: Implementation and Progress Evaluation

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PRINCIPAL INVESTIGATOR

David A. Churchman

PROGRAM, PRODUCT LINKS

Program: 28

Products: 123, 414

TARGET AUDIENCE

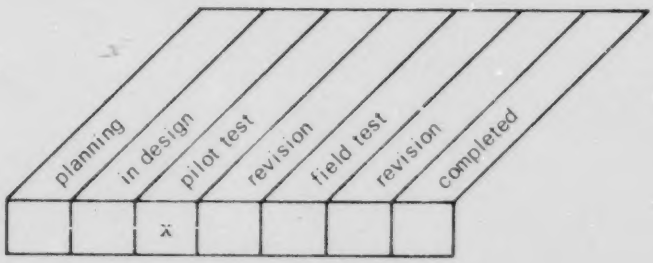
Elementary school principals

PRODUCT EVALUATION

A user review of the KIT has been completed. A panel of practicing elementary principals has agreed that the KIT is "valuable and worth the time and effort," has "important objectives" and is "flexible and amenable to widespread use." Pilot testing, using intensive case studies of six schools is now going on. An extensive national field test is scheduled to begin April 1974.

PRODUCT ABSTRACT

The demands of today's society, as reflected in support from federal and state agencies, compel the educator to plan programs clearly relevant to the needs of his students. With any new program, problems arise in getting the maximum benefit out of innovations. This KIT allows an elementary principal to plan and conduct formative evaluation of programs in his school without any outside help. The KIT consists of 18 steps required to complete an evaluation, each in a separate folder. Each folder is labeled with information about who must complete the step, when it must be completed, the activities required, how long they will take, and the purpose of the step. Every folder contains the materials needed to complete the step. Activity components (charts, worksheets, devices with rotating wheels, etc.) are included that reduce the amount of didactic and theoretical material to a minimum. The product is a "kit" rather than a textbook, requiring a minimum amount of teacher or principal time and maintaining the interest of the user. Among the topics covered in the steps of the KIT are: "Selecting Guiding Questions for Evaluation," "Budget Availability for Testing and Other Measures," and "Constructing Measures."



ANTICIPATED AVAILABILITY

Published version anticipated in Fall 1975

AVAILABLE INFORMATION

For information on field test participation, write: Joseph Petrosko
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

People and Technology
Communication Unit

INSTITUTION

Education Development
Center, Inc.

PRINCIPAL INVESTIGATOR

Howard Dammond

PROGRAM, PRODUCT LINKS

Program: 51

Product: 165

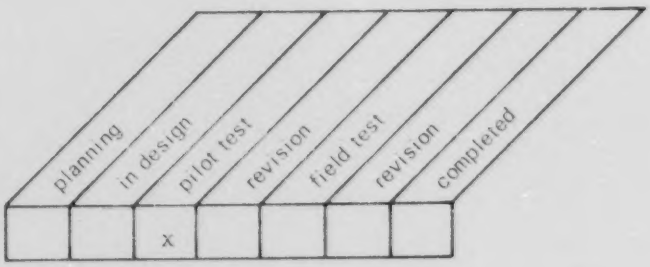
TARGET AUDIENCE

Students, grades 5 to 7

PRODUCT EVALUATION

PRODUCT ABSTRACT

Communication Unit materials will consist of student booklets and folders, posters, filmstrips, contact sheets, slide mounts, and a teacher's guide.



ANTICIPATED AVAILABILITY

1974 - 1975

AVAILABLE INFORMATION

EDC Social Studies Program
15 Mifflin Place
Cambridge, Mass. 02138

PRODUCT NAME

Unified Science and Mathematics for Elementary Schools (USMES) Units

INSTITUTION

Education Development Center, Inc.

PRINCIPAL INVESTIGATOR

Earle L. Loman

PROGRAM, PRODUCT LINKS

Program: 43

TARGET AUDIENCE

Elementary students

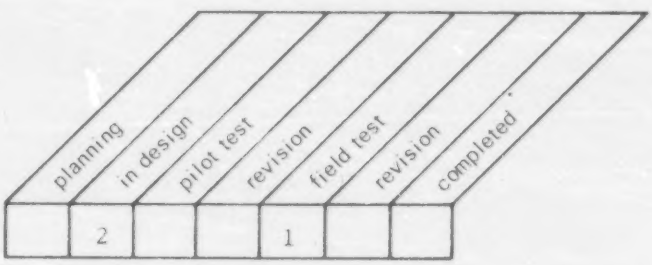
PRODUCT EVALUATION

PRODUCT ABSTRACT

Each USMES unit is based on a long-range challenge, thus permitting the important processes of open-ended investigation to take place. In their search for solutions to the challenge, children become involved in activities, not only in the classroom, but in the school's USMES Design Lab, other areas of the school, and in the community. In many cases, the students' suggested improvements are implemented in the community.

1. The following units are in implementation: Traffic Flow; Pedestrian Crossings; Lunch Lines; Burglar Alarm Design; Electromagnetic Device Design; Consumer Research-Product Testing; Soft Drink Design; Play Area Design and Use; Describing People; Design for Human Proportions; Dice Design; Weather Predictions.

2. The following units are under development: Bicycle Transportation; Music Production; Consumer Research-Advertising; Small Group Dynamics; Learning Processes; Classroom Design; Manufacturing; Communications; Community Services; Sports Equipment and Game Area Design; Tool Inventory and Design; Eco-systems; Animal Behavior.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

USMES/EDC
55 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Math/TV Program

INSTITUTION

Education Development Center, Inc.

PRINCIPAL INVESTIGATOR

Jerrold R. Zacharias

PROGRAM, PRODUCT LINKS

Program: 50

TARGET AUDIENCE

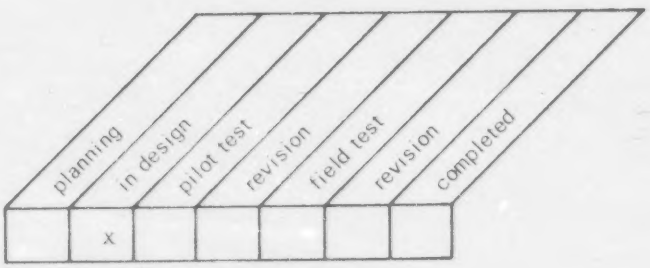
Elementary students (particularly minority children), ages 8 to 11

PRODUCT EVALUATION

Ongoing evaluation will include 1) research program to investigate children's abilities in terms of program objectives and to assess various pedagogic approaches; 2) feasibility study to examine certain hypotheses in the proposal, to investigate the combined use of television and hands-on material, and to test various forms of teacher training; 3) inhouse and classroom trials of all materials produced; 4) studies in representative classrooms to examine overall effects of the program.

PRODUCT ABSTRACT

January 1974 marked the beginning of full-scale production of products in this program. Thirteen experimental half-hour shows will be produced and tested thoroughly in classrooms (July-October 1974). The first 26 shows for national broadcast will be available January 1975. The entire package of 65 shows will be ready for the school year 1975-76.



ANTICIPATED AVAILABILITY

26 shows: starting January 1975
65 shows: starting September 1975

AVAILABLE INFORMATION

Math/TV Program
Education Development Center, Inc.
55 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Elementary Mathematics Information Unit

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Kathleen Devaney

PROGRAM, PRODUCT LINKS

Program: 63

TARGET AUDIENCE

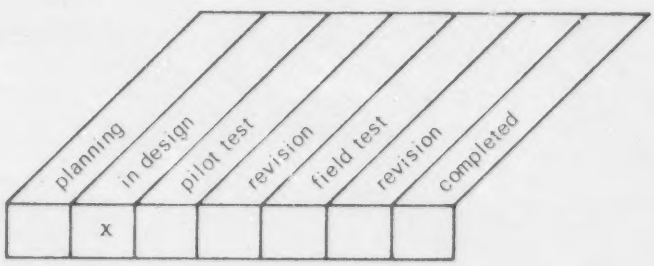
Mathematics coodinators; mathematics teachers; principals; college professors

PRODUCT EVALUATION

PRODUCT ABSTRACT

This Information Unit will be a book of reports (written according to the Far West Laboratory Report format) about new mathematics programs from research and development centers. The report on each program will present its learning goals for students, its math content, teaching/learning strategy, implementation requirements (including cost of materials and teacher training), theoretical rationale, and evaluation results.

Among the programs described will be the Nuffield Project, Madison Project, University of Illinois Arithmetic Program, IPI, Patterns in Arithmetic, MINNEMAST, IMS, Comprehensive School Mathematics Program, Developing Mathematical Processes, and Unified Science and Mathematics for Elementary Schools.



ANTICIPATED AVAILABILITY

Summer 1974

AVAILABLE INFORMATION

PRODUCT NAME

Color Keys to Reading
(formerly Stepping Stones
to Reading)

INSTITUTION

Learning Research and Development Center, University of Pittsburgh

PRINCIPAL INVESTIGATOR

Robert Glaser

PROGRAM, PRODUCT LINKS

Program: 68

TARGET AUDIENCE

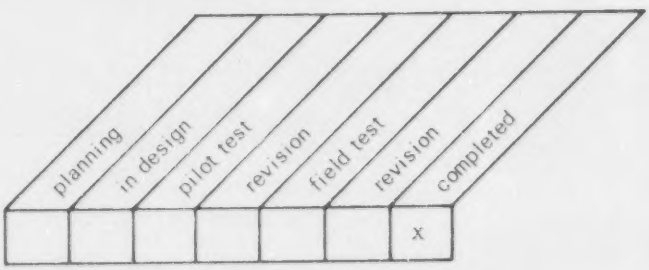
Primary-grade children

PRODUCT EVALUATION

Field testing was conducted with positive results. See, for example: Test Project for the LRDC Beginning Reading Program "Stepping Stones to Reading." Popp, H. M. Pittsburgh: LRDC, 1972; and A Beginning Reading Program "Stepping Stones to Reading": Summary Report. Frankenstein, K. Pittsburgh: LRDC, 1971.

PRODUCT ABSTRACT

Color Keys to Reading is a beginning reading program designed for introduction into traditional classrooms. Essentially a decoding program with a heavy emphasis on phonics, it is designed to ease the decoding problem in a way that allows beginning readers to acquire a relatively large vocabulary. The program is self-contained and individualized by degree of structure and method. Color Keys has a number of special features; for example, each new vowel sound is color-coded and special type styles are used for silent letters as the b in lamb and visually confusing letters such as h and n.



ANTICIPATED AVAILABILITY

Awaiting commercial publication

AVAILABLE INFORMATION

Information Services
LRDC
160 North Craig Street
Pittsburgh, Pa. 15260

PRODUCT NAME

Individualized Science

INSTITUTION

Learning Research and Development Center, University of Pittsburgh

PRINCIPAL INVESTIGATOR

Leopold Klopfer
Audrey Champagne

PROGRAM, PRODUCT LINKS

Program: 68

Products: 175, 176, 177, 426

TARGET AUDIENCE

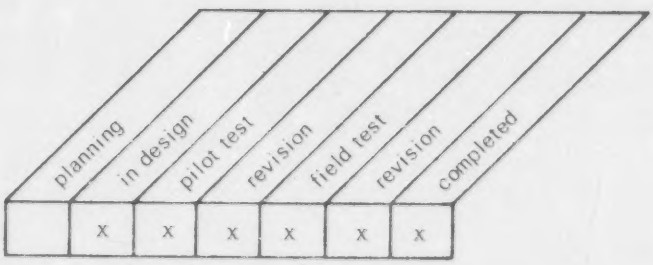
Students in grades 1-8

PRODUCT EVALUATION

Pilot testing of Levels A-F has been conducted by LRDC. Children have reacted very positively to the program. Based on pilot test data, the levels have been revised to provide for more efficient learning by students and for greater ease of management by teachers. Field testing of Levels A and B, conducted by Research for Better Schools, Inc., also has been successful.

PRODUCT ABSTRACT

Individualized Science is a nongraded, multimedia, self-contained science education program relevant to the child and to the social circumstances of the day. The program is individualized as to selection of learning activities, selection of content, differences in learning style, and pace. It has five complementary goals: Student Self-Direction, Student Co-Evaluation, Affective, Inquiry, and Scientific Literacy. The meaning of these goals is that a student completing the Individualized Science program should be able to: 1) view the learning process as self-directed and self-initiated; 2) play a major role in evaluating the quality, extent, and rapidity of his learning; 3) display informed attitudes toward his study of science, scientific inquiry, and the scientific enterprise; 4) skillfully use the processes of scientific inquiry and carry out inquiries; and 5) demonstrate a foundation of scientific literacy. Ten developmental levels, A-J, are included in the program, with each level leading to competencies under each goal.



ANTICIPATED AVAILABILITY

Levels A-C: Commercially available
Levels D-E: 1974
Levels F-G: 1976
Levels H-J: 1977

AVAILABLE INFORMATION

Information Services
LRDC
160 North Craig Street
Pittsburgh, Pa. 15260

PRODUCT NAME

New Primary Grades Reading System

INSTITUTION

Learning Research and Development Center, University of Pittsburgh

PRINCIPAL INVESTIGATOR

Isabel Beck

PROGRAM, PRODUCT LINKS

Program: 68

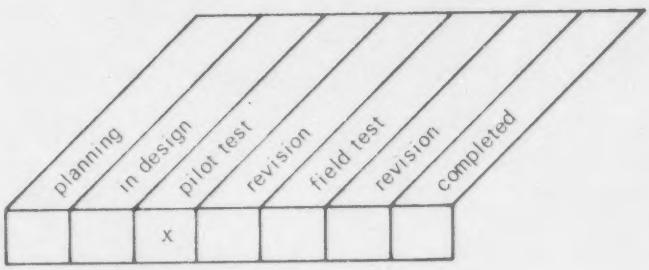
TARGET AUDIENCE

Primary-grade children, particularly those in urban schools

PRODUCT EVALUATION

PRODUCT ABSTRACT

The New Primary Grades Reading System (NRS) is an individualized-adaptive reading system that is oriented toward the needs of the urban child. NRS is characterized as a system because of the interrelationships among the component parts and the integration of these parts into a total management scheme. The scheme permits children to pursue a variety of different learning tasks at a given time, and opportunities are provided for student self-direction and choice of activities. NRS is individualized in that it permits children to progress at various rates through the program. It is adaptive in that it provides a variety of learning alternatives for the mastery of a given objective.



ANTICIPATED AVAILABILITY

1976

AVAILABLE INFORMATION

Information Services
LRDC
160 North Craig Street
Pittsburgh, Pa. 15260

PRODUCT NAME

Guam Readers

INSTITUTION

Northwest Regional
Educational Laboratory

PRINCIPAL INVESTIGATOR

Ray Rackley

PROGRAM, PRODUCT LINKS

Program: 75

Products: 153, 154, 180, 424

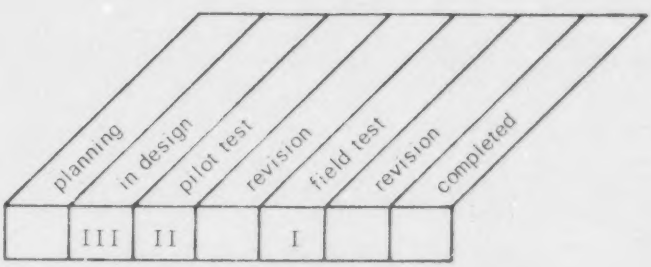
TARGET AUDIENCE

Guamanian children in grades 1-3

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Guam Readers are supplementary reading and language development materials designed specifically for Guam children with Chamorro backgrounds in grades 1-3. The readers encompass: 1) Understanding --extend abilities to understand spoken and written English; 2) Speaking --extend spoken skills; 3) Reading --lead children to derive personal meaning from the printed page; 4) Writing --experience to first learn to dictate, then to read, and eventually to write their own stories; and 5) Cultural Understanding and Self-Concepts --explain understanding of themselves and their cultural heritage.



ANTICIPATED AVAILABILITY

I: First grade Guam Readers, 1975
II: Second grade Guam Readers, 1975
III: Third grade Guam Readers

AVAILABLE INFORMATION

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Ore. 97204

PRODUCT NAME

Pacific Northwest Indian Readers

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Ray Rackley

PROGRAM, PRODUCT LINKS

Program: 75

Products: 153, 154, 180, 423

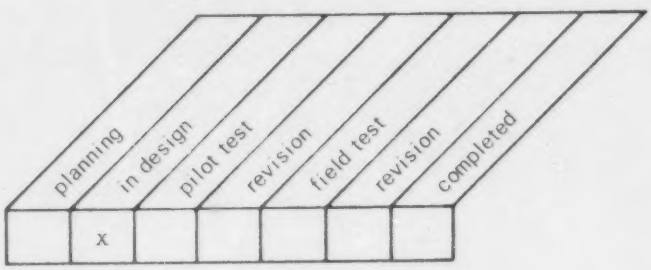
TARGET AUDIENCE

Northwest Indian children in grades 1-3

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Laboratory is working with the Pacific Northwest Indians in the development of a reading and language development system for grades 1, 2, and 3. The general approach includes development of culturally relevant reading and language materials, and an associated teacher training program to improve their studnts' ability to speak, read, write, and understand English and simultaneously increase their self-confidence. Teachers will increase their respect for Indian values, cultures, and language while providing more effective instruction.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

Science Curriculum for Individualized Learning

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 89

TARGET AUDIENCE

Elementary school pupils

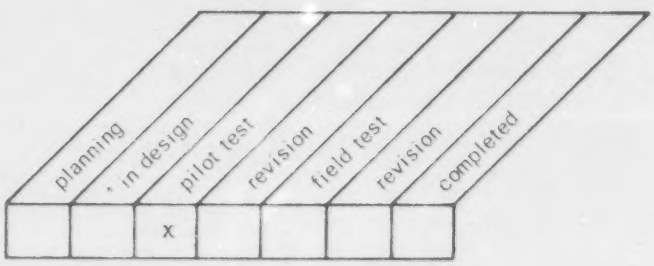
PRODUCT EVALUATION

A recent study of cognitive-attitudinal outcomes and instructional design and management showed that SCIL students achieved mastery of constructs and progressed through the program satisfactorily according to the program's operational definition of achievement; on the third-grade level SCIL students chose more positive affective responses than other grade levels in SCIL and control groups. Parents of SCIL students offered positive observations and comments.

PRODUCT ABSTRACT

This program is built around a flexible sequence of activities geared to the student's expressed interests. In the K-6 program, general scientific concepts are presented to the student through individual workbooks, tapes, filmstrips, or film loops. The emphasis is on doing rather than reading. Scientific investigation becomes a reality as students become involved personally. The curriculum emphasizes both the content and process of science via learning tasks correlated with instructional objectives. Students progress at their own learning rate and interest.

The project was designed to develop an instructional program for individualization in science and to provide elementary schools with a complete system for individualization. The program 1) provides the opportunity for self-paced learning of skills within certain concept areas; 2) provides for socialization, verbalization, relationship of science activities to daily life, and promotion of the atmosphere of inquiry; and 3) encourages the child to explore his areas of interest.



ANTICIPATED AVAILABILITY

September 1975

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Individualized Science

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 89

Products: 175, 421

TARGET AUDIENCE

K-8 pupils

PRODUCT EVALUATION

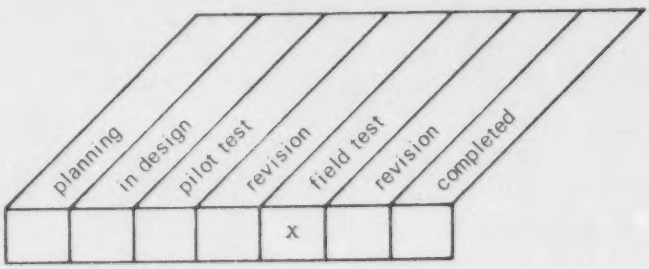
Achievement results from a sample of approximately 600 first- and second-grade students in 3 schools using IS and 3 control schools indicate that average achievement gains for IS students were significant at or beyond the .01 level at all grade levels in every school setting. The degree of implementation data indicates that IS is being implemented successfully in a variety of school settings.

PRODUCT ABSTRACT

Individualized Science is a K-8 program being developed by the Learning Research and Development Center. It is RBS' role to expedite the passage of IS from a purely developmental program to a commercially available, valid, and reliable science package for the public schools. Individualized Science has the following major goals:

1. Student Self-Directed Goal - the student views the learning process as primarily self-directed and self-initiated
2. Student Co-Evaluation Goal - the student plays a major role in evaluating the quality, extent, and rapidity of his learning
3. Affective Goal - the student displays positive attitudes toward his study of science, scientific inquiry, and scientific enterprise
4. Inquiry Goal - the student becomes skillful in using the processes of scientific inquiry and is able to carry out inquiries
5. Scientific Literacy Goal - the student acquires a foundation for scientific literacy

The student plans and manages his own program of studies and is able to choose among several learning options to achieve the above goals.



ANTICIPATED AVAILABILITY

K-3 available

AVAILABLE INFORMATION

Imperial International Learning Corp.
Box 548
Rt. 45 South
Kankakee, Ill. 60901

PRODUCT NAME

Systematic Progress in Reading and Literature (SPIRAL)

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 89

TARGET AUDIENCE

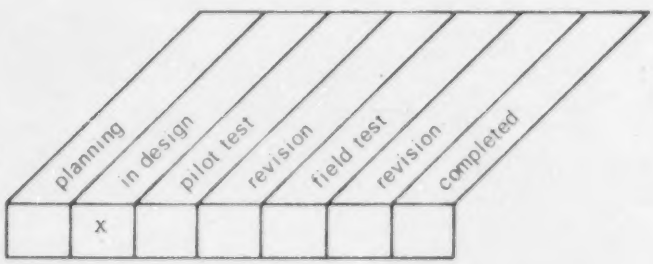
Students in grades 4, 5, and 6

PRODUCT EVALUATION

PRODUCT ABSTRACT

Systematic Progress in Reading and Literature (SPIRAL) is a comprehensive individualized reading program for grades 4, 5, and 6. It was specifically developed to 1) help the student understand and enjoy a wide variety of reading materials; 2) teach, maintain, reinforce, and improve the basic skills of reading; 3) help the student effectively apply acquired reading skills in pursuit of new knowledge; and 4) provide the study skills to help the student meaningfully use this knowledge. These purposes are implemented by the program's four components: 1) Basic Reading Skills; 2) Teacher-Guided Reading; 3) Student Independent Reading; and 4) Study and Library Skills.

SPIRAL materials include: 1) instructional sequences in Basic Skills presented in booklet form with accompanying practice pages; 2) diagnostic and instructional materials for use in Teacher-Guided Reading; 3) a suggested list of tradebooks with related activity plans for Student Independent Reading; and 4) self-instructional booklets and cassette tapes for Study and Library Skills. SPIRAL also is accompanied by a comprehensive teacher education package that fully describes and specifically details each element in the program including instructions for the use of additional materials, equipment, or supplies.



ANTICIPATED AVAILABILITY

1978

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Social Encounter and Research Curriculum for Humanization (SEARCH)

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 89

TARGET AUDIENCE

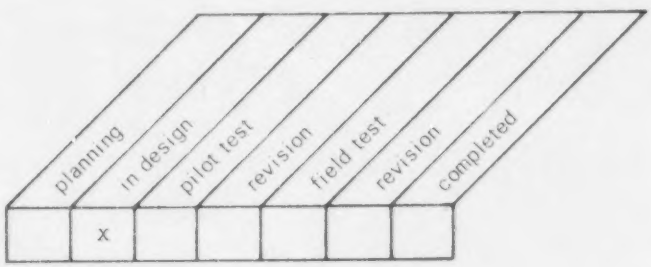
Elementary school pupils

PRODUCT EVALUATION

Tryouts of the SEARCH program in kindergarten and first grade demonstrated that the instructional strategies employed by SEARCH were effective and appealing to students.

PRODUCT ABSTRACT

SEARCH is an interdisciplinary social education program for grades K-6. The inquiry-based, action-oriented program focuses on the dynamic application of knowledge to everyday interaction between the student and his personal, social, and cultural environments. The content and processes of the program are shaped according to the learner's growth and developmental levels and provide him with choices that respond to his own interests, capabilities, and learning style. The learning activities reflect varying combinations of cognitive, affective, and psychomotor behaviors. SEARCH has four basic themes that reflect four critical human growth and development levels: interpersonal, systemic, ecosystemic, and ideational. The content of each of these levels has been organized into five domains of psychosocial functionality: 1) Self-Realizing; 2) Governing; 3) Producing Goods and Services; 4) Utilizing Environments; and 5) Interpreting and Generating Ideas and Events. The functions are organized within a Self-to-Others-to-Environments-to-Ideas and Events continuum to reflect the fact that human action begins with a personal perspective and expands in stages toward an inclusive psychosocial perspective on all of humanity. The instructional process is carried out in three stages: Encounter, Research, and Action.



ANTICIPATED AVAILABILITY

K-3: 1977

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

The Language of Personal Experience

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 87

TARGET AUDIENCE

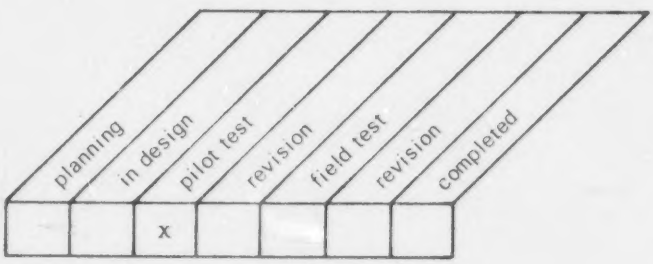
6th graders

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Language of Personal Experience is the first of a series of learning packages dealing with Interpersonal Skills Training. It is based on the premise that unless a student has an accurate vocabulary for describing his own feelings and perceptions about the world as he experiences it, personal communication about human experiences is difficult.

The package consists of 25 sequenced lessons on cassette tape that are presented to children as they manipulate visual materials.



ANTICIPATED AVAILABILITY

1976

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Making Judgments

INSTITUTION

Research for Better Schools, Inc.

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 87

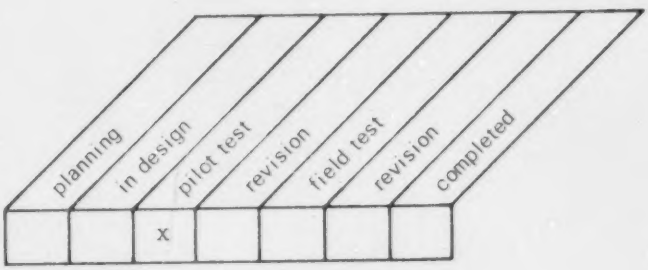
TARGET AUDIENCE

PRODUCT EVALUATION

PRODUCT ABSTRACT

Making Judgments, the first package in the Higher Order Cognitive skill area, deals with critical thinking and with making and testing inferences. The learner who completes the package should be able to use the skills to assess the reliability and validity of statements, claims, and propaganda in a variety of daily experiences. The learner is expected to become more tolerant of ambiguity, more open minded, and more scientific in his approach to evaluative problems. The specific skills of discriminating, classifying, demonstrating the operation of a principle, and generating conditions by which information can be evaluated also have potential application in other curriculum areas such as science and social studies.

Nearly all the lessons provide both a lesson booklet and a workbook for the child and each unit of lessons includes at least one game and a teacher's guide with suggested supplementary materials.



ANTICIPATED AVAILABILITY

1976

AVAILABLE INFORMATION

Office of Public Information
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

PRODUCT NAME

Learning Through Language, Grade 3

INSTITUTION

Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Ernest Bernal

PROGRAM, PRODUCT LINKS

Program: 94

Products: 185, 432, 433

TARGET AUDIENCE

Third-grade children and teachers

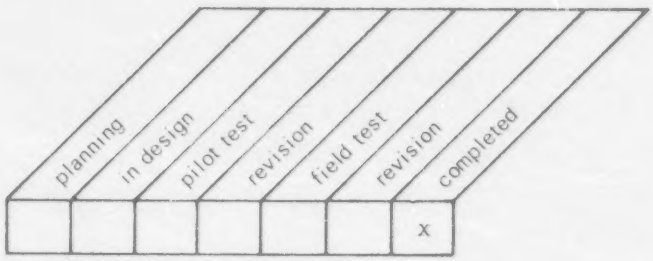
PRODUCT EVALUATION

PRODUCT ABSTRACT

The Learning Through Language Component consists of three units:

1. Understanding Language and Language Learning
2. Developing Language Teaching Techniques
3. Testing and Evaluating Language Learning in the Classroom

The purpose of the component is to provide a viable, easy-to-use language development program to accompany the use of standard curriculum texts in the classroom. The program is based on the Laboratory's approach of using techniques for teaching oral language and reading skills that pupils in the Laboratory's Bilingual Oral Language and Reading Program experience in grades 1 and 2. Use of such techniques will form a bridge between the Laboratory's curriculum and the standard curriculum being used in early elementary classrooms. By the end of the third year, pupils will be able to cope effectively with newly presented course content and will be able to enter the fourth grade as fully functioning learners without language deficiencies.



ANTICIPATED AVAILABILITY

January 1974

AVAILABLE INFORMATION

Field Relations and Dissemination Division
Southwest Educational Development Laboaratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Cultural Relevancy, Grade 3

INSTITUTION

Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Ernest Bernal

PROGRAM, PRODUCT LINKS

Program: 94

Products: 185, 431, 433

TARGET AUDIENCE

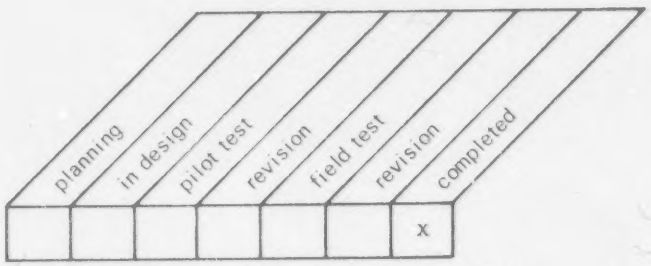
Third-grade children and teachers

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Cultural Relevancy Component has two units: 1) Exploring the Dimensions of Culture and 2) Using Culture as a Vehicle for Learning.

The purpose of the component is to enable teachers to look objectively at their own culture and the cultures of others and to acquire the teaching strategies needed to develop a good classroom atmosphere and to adapt curriculum to the pupils' culture. The component was designed for schools serving primarily Mexican American, Puerto Rican, black, and some Euro-American populations. The concepts and methods contained in the component, however, are applicable to any culture outside mainstream society and can be used to make learning more relevant to all pupils.



ANTICIPATED AVAILABILITY

January 1974

AVAILABLE INFORMATION

Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Classroom Strategies

INSTITUTION

Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Ernest Bernal

PROGRAM, PRODUCT LINKS

Program: 94

Products: 185, 431, 432

TARGET AUDIENCE

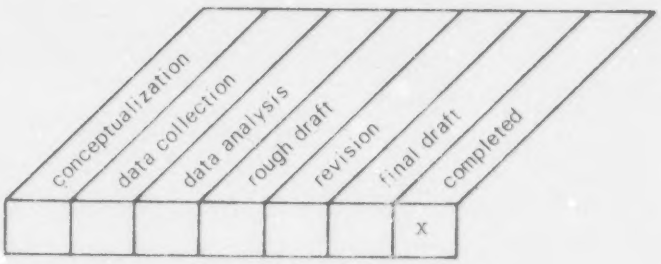
Teachers of kindergarten and early elementary classes

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Classroom Strategies element consists of 29 lessons, addressing varying modes of teaching ranging from large groups to individualized instruction. Included are such strategies as small group instruction, peer tutoring, use of learning centers, and use of learning contracts. The element presents guidelines for developing the pupil skills necessary for each of these strategies.

Also included are guidelines for establishing objectives and determining appropriate learning activities, suggestions for room arrangement and scheduling, and discussions of assessment techniques.



ANTICIPATED AVAILABILITY

January 1974

AVAILABLE INFORMATION

Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th Street
Austin, Tex. 78701

PRODUCT NAME

Development of Bilingual/ Bicultural Education Models For a Planned Variation Experiment

INSTITUTION

Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Ernest Bernal

PROGRAM, PRODUCT LINKS

Program: 94

TARGET AUDIENCE

Persons involved in the development of bilingual/bicultural education programs

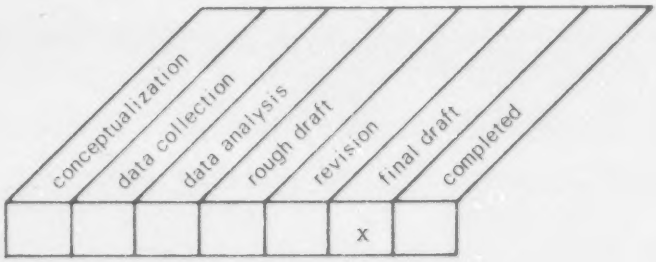
PRODUCT EVALUATION

PRODUCT ABSTRACT

Since the Laboratory was founded, its staff has had continuing and extensive experience in developing research-based bilingual/bicultural materials for use in a variety of school settings. The planned variation experiment has drawn on this background in delineating, analyzing, and developing models of bilingual/bicultural education. The experiment's strategy included the following tasks:

1. Study research literature on bilingualism/biculturalism
2. Generate models
3. Analyze models for essential program components and search program data for extant examples
4. Analyze each program type and determine appropriate delivery system
5. Suggest appropriate evaluation scheme for each program type
6. Draw on the Laboratory's own experience with certain program types to suggest the consequences of implementation of different models and predict their likely viability.

Results will appear in a document to be published in 1974.



ANTICIPATED AVAILABILITY

1974

AVAILABLE INFORMATION

Bilingual Early Elementary Program
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex, 78701

PRODUCT NAME

An Analysis of Giftedness in Mexican Americans and the Design of a Prototype Identification Instrument

INSTITUTION

Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Ernest Bernal

PROGRAM, PRODUCT LINKS

Program: 94

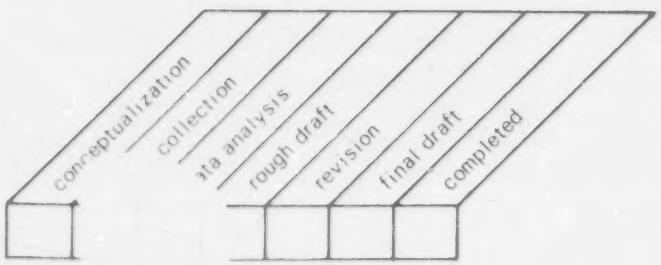
TARGET AUDIENCE

Mexican American children, ages 5-8

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Analysis of Giftedness in Mexican American children includes a definitive crosscultural search of the literature as it relates to the gifted child and a determining of giftedness as perceived by Mexican Americans, particularly Mexican American children and parents. A prototype instrument is being designed that will effectively identify gifted Mexican American children between the ages of five and eight. The analysis should result in the construction of a definition of giftedness for the Mexican American within a language and cultural content. Also, recommendations for the development of bilingual education and teacher education programs for gifted Mexican American children will evolve from the literature and the prototype instrument design.



ANTICIPATED AVAILABILITY

1974

AVAILABLE INFORMATION

Bilingual Early Elementary Program
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Communication Skills

INSTITUTION

Louisiana Educational Laboratory, Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Elizabeth Ott

PROGRAM, PRODUCT LINKS

Program: 94

TARGET AUDIENCE

Grades 1-3

PRODUCT EVALUATION

PRODUCT ABSTRACT

The aim of the Communications Skills program is to help each child develop his ability to speak, read, and write standard English clearly and fluently. To accomplish this aim, the product includes four components, designed to be used together to promote the learning and expression of ideas and information in young children.

Individualized Instruction - After diagnostic tests and evaluation determine each child's learning readiness level, this component will provide an instructional program based on the child's strengths and needs. Pupils will be grouped by learning needs.

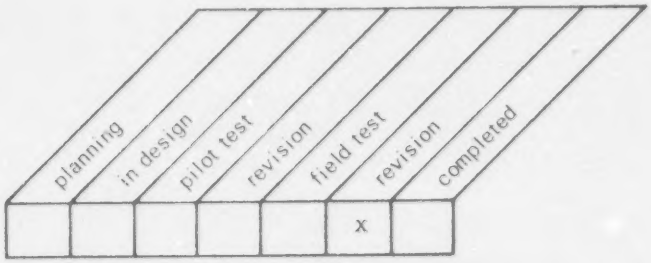
Utilization of Multimedia in Communications - Varied multimedia materials will be incorporated to stimulate and reinforce learning.

Pairing of Students for Tutoring - Peer tutoring provides encouragement to both pupils and tutors and it increases and reinforces their abilities and skills.

Preparation of Professional Partners - A training program for instructional aides will increase their skills and enhance the effectiveness of the program.

Extension of Education Beyond the School Day - Acknowledging the influence of the home and community in a child's education, this component will provide parent education materials to extend learning into the home.

The entire program requires three-fourths of each school day.



ANTICIPATED AVAILABILITY

1975

AVAILABLE INFORMATION

PRODUCT NAME

Thinking and Reasoning

INSTITUTION

Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Robert Randall

PROGRAM, PRODUCT LINKS

Program: 95

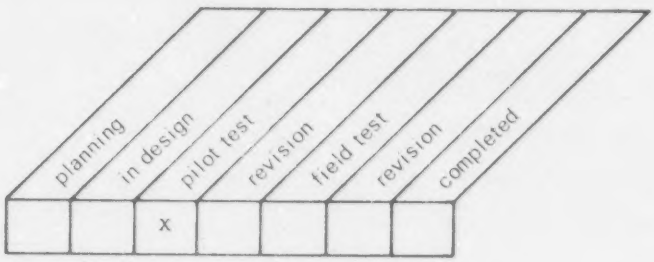
TARGET AUDIENCE

Children, ages 5-6

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Thinking and Reasoning program is a process-oriented curriculum designed to teach analytic thinking and problem-solving to 5- and 6-year-olds. The lessons are designed to promote the development of attitudes and motivational characteristics as well as cognitive abilities that contribute to high-level intellectual functioning. The following cognitive abilities are taught in a series of carefully sequenced lessons: analytic description, flexibility, fluency, sequencing, causal reasoning, logical inference, problem recognition, solution generation, and solution evaluation. Motivational characteristics such as curiosity, persistence, focused attention, and a sense of awe and playfulness in relation to the world are nurtured by specific activities and by general teaching strategies included in every lesson. Attention also is given to procedures and activities that will promote the transfer of learning to new situations. Children then can successfully solve new problems and problems in other school curriculum areas. Lessons, instructional materials, and staff development materials are being developed as part of the program. These materials are being design-tested in schools that serve low-income, English-speaking populations.



ANTICIPATED AVAILABILITY

1976

AVAILABLE INFORMATION

Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Exploring Number Concepts

INSTITUTION

Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Robert Randall

PROGRAM, PRODUCT LINKS

Program: 95

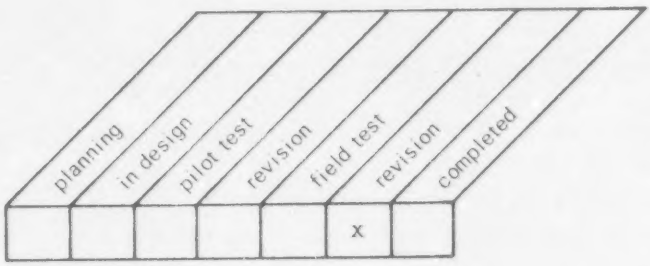
TARGET AUDIENCE

Children, ages 5-6

PRODUCT EVALUATION

PRODUCT ABSTRACT

Individualized instruction and action-oriented instructional materials are two of the key features in the SEDL Number Concepts program. The program, built around specified objectives, is designed so that each child can progress through the developmental levels at his own pace. One might progress in a linear style while another might follow an abbreviated method. Each child's program is determined by the results of diagnostic tests and teacher judgment. Teachers work with the children individually or in small groups. Each lesson contains concrete manipulative instructional materials related to that lesson's specified objective. Each lesson packet contains 1) a cassette tape designed to provide, through its activities, a mastery of mathematics concepts and skills and immediate reinforcement; 2) an instructional booklet with activities correlated to the cassette tape; 3) manipulative devices; and 4) reinforcement activities designed around game-type activities. The curriculum incorporates sufficient experiences, time, and opportunities for a child to understand a concept or master a skill before he moves on to the next. A staff development component will be developed to accompany the student materials to assist the instructional staff in understanding and implementing the program.



ANTICIPATED AVAILABILITY

1976

AVAILABLE INFORMATION

Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Children's Folklore

INSTITUTION

Southwest Educational Development Laboratory

PRINCIPAL INVESTIGATOR

Robert Randall

PROGRAM, PRODUCT LINKS

Program: 95

TARGET AUDIENCE

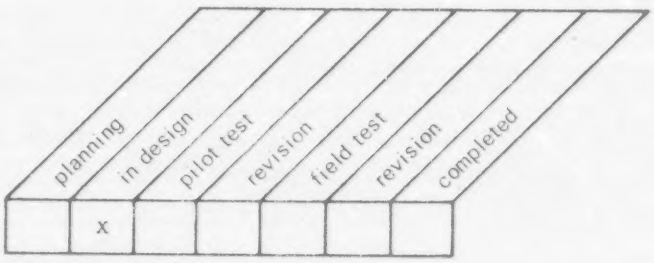
Children, ages 5-8

PRODUCT EVALUATION

PRODUCT ABSTRACT

The uses of folklore have never been explored fully. Anthropologists believe it can surpass other means of communication in developing understanding about group differences. Linguists assert that it can provide a basis for developing understanding about group differences and for developing communications skills in young children. SEDL has completed studies to explore these theories and to identify examples of available folklore for children, how it has been used in school settings, and how it might be used in the classroom. Literature, games, songs, dances, and drama representative of different ethnic groups, particularly those who might be found in schools in the West (Southern California), Southwest (Texas), and East (Pennsylvania), are being identified.

Results of the study are available in a report (Children's Folklore Master Plan) that includes an extensive annotated bibliography. These results specify the need for folklore in the classroom. The staff is determining the best way in which to develop and package a program utilizing children's folklore.



ANTICIPATED AVAILABILITY

1976

AVAILABLE INFORMATION

Field Relations and Dissemination Division
Southwest Educational Development Laboratory
211 E. 7th St.
Austin, Tex. 78701

PRODUCT NAME

Wisconsin Design for Reading Skill Development

INSTITUTION

Wisconsin R & D Center, University of Wisconsin

PRINCIPAL INVESTIGATOR

Wayne Otto

PROGRAM, PRODUCT LINKS

Program: 106

Products: 198, 200

TARGET AUDIENCE

Teachers and children, K-6

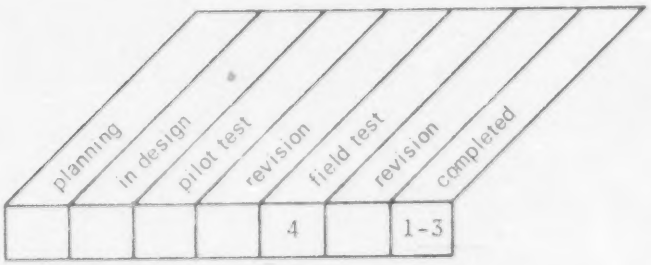
PRODUCT EVALUATION

To date, the Design has proven effective with children from virtually all socio-economic and geographic backgrounds. Evaluation indicates children using the program experience a reduction in skill deficiency and an increase in level of reading achievement. It was used in 6,700 field-test classrooms (about 200,000 children) in 1971-72 and received further field-testing from 1972 to 1974.

PRODUCT ABSTRACT

Being able to read requires a composite of many skills. Children who do not read independently at age 11 or 12 are presumed to lack certain reading skills. Teachers have been aware for years that students must grasp these skills before being able to read effectively, but they have not had access to an instructional program that dealt systematically with the skills. The Wisconsin Design is intended to meet this need. The Design provides teachers with a means for identifying each child's reading skill deficits and for continuously monitoring his progress, a system for grouping students for skill instruction according to individual needs, and resources for teachers to use in planning instruction. Procedures are compatible with but not tied to any particular instructional set-up. The Wisconsin Design organizes instruction K-6 around four skill areas: word attack; comprehension; study skills; and self-directed, interpretive, and creative reading. It links essential reading skills with related behavioral objectives and provides machine-scorable, criterion-referenced tests for assessing children's mastery of these skills. Resource materials and management procedures for teachers help them organize programs for individual children.

The commercial version will be published by NCS Interpretive Scoring Systems.



ANTICIPATED AVAILABILITY

1) Word Attack; 2) Study Skills: Fall 1973 3) Self-directed, Interpretive, and Creative Reading: developmental version available Fall 1973; 4) Comprehension: completion date uncertain.

AVAILABLE INFORMATION

Information Office
Wisconsin Research and Development Center
for Cognitive Learning
1025 W. Johnson Street
Madison, Wis. 53706

PRODUCT NAME

Developing Mathematical Processes (DMP)

INSTITUTION

Wisconsin R & D Center,
University of Wisconsin

PRINCIPAL INVESTIGATOR

Thomas A. Romberg
John G. Harvey

PROGRAM, PRODUCT LINKS

Program: 106

Products: 198, 201

TARGET AUDIENCE

Teachers and children, K-6

PRODUCT EVALUATION

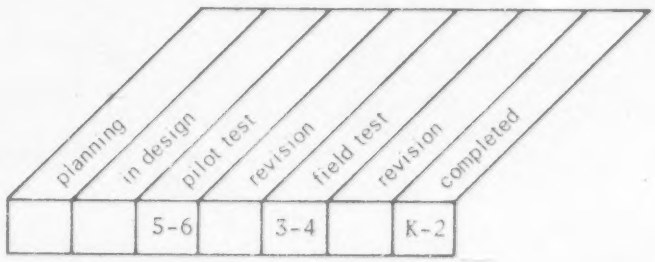
In field tests to date DMP has proven effective with rural, suburban, and urban children in multiunit and traditional organizations. Anecdotal reports show that children are highly motivated and are enjoying learning mathematics.

PRODUCT ABSTRACT

The recent modern mathematics curriculum revolution clarified the content of elementary mathematics but not the processes of learning and teaching it. DMP carefully considers these processes when designing learning activities and associated assessment materials and management techniques. It is a complete program of mathematics instruction for grades K-6. In addition to the arithmetic of rational numbers, an intuitive study of geometry, statistics, and probability is included. Curricular packages are being developed that contain all the necessary materials to teach a topic built on a set of related objectives. These materials include a teacher's guide that contains teaching, assessing, and managing suggestions and students' printed and physical materials.

Development included consultation with leading mathematicians and mathematics educators for content selection, research in learning and teaching variables, and extensive tryout of materials for formative information from children and teachers.

Rand McNally and Company has contracted for production of the commerical version of the program.



ANTICIPATED AVAILABILITY

Primary levels K-2: Fall 1974
Intermediate levels 3-4: Fall 1975
Upper levels 5-6: Fall 1976

AVAILABLE INFORMATION

Information Office
Wisconsin Research and Development Center
for Cognitive Learning
1025 W. Johnson Street
Madison, Wis. 53706

PRODUCT NAME

Environmental Education

INSTITUTION

Wisconsin R & D Center,
University of Wisconsin

PRINCIPAL INVESTIGATOR

Marvin Meissen

PROGRAM, PRODUCT LINKS

Program: 106

Product: 198

TARGET AUDIENCE

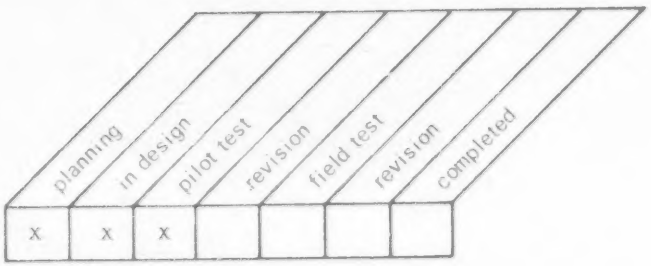
Teachers and children, K-6

PRODUCT EVALUATION

Population Study materials currently are being pilot tested.

PRODUCT ABSTRACT

The Environmental Education project is developing instructional packages to teach environmental concepts at three elementary grade levels through active involvement with specific problems. Materials for 10- to 12-year-old children have been produced to teach how population factors and quality of life are related. A filmstrip, slides, manipulative materials, games, maps, and activity cards focus on two different environments (high and low population density) from a child's perspective. These materials are being pilot tested in three schools. Land use materials are in the design stage in preparation for 1974-75 tryout, and additional materials for use at all three levels are being planned.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

Information Office
Wisconsin Research and Development Center
for Cognitive Learning
1025 W. Johnson Street
Madison, Wis. 53706

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

CSE Elementary School Evaluation KIT: Needs Assessment 123
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125
Developing Open Education in America: A Review of Theory and Practice in the Public Schools 127
Drug Education PREP 128
Research Reports from Environment for Teaching Program 137
Research Reports on Evaluation of Teachers 138

Volume 2 Anticipated Products

System for Objectives-Based Assessment--Reading 372
Curriculum Strategy/Rural Futures Development 382
Research Reports from General and Intensive Surveys 392
Report on Problems of Implementing Differentiated Staffing 393
Guidelines for Organizing Schools for Effective Instruction 395
Manual for Teacher Evaluation 396
Manual on Student Perceptions of the Link Between School and Work 397

EARLY CHILDHOOD EDUCATION

Volume 1 Available Products

Perceptual Skills Curriculum 152

Volume 2 Anticipated Products

Early Skills 402

TEACHER EDUCATION

Volume 1 Available Products

Elementary Science Study Supplementary Books 298
Elementary Science Study Classroom Films 299
Minicourse 1: Effective Questioning--Elementary Level 304
Minicourse 2: Developing Children's Oral Language 305
Minicourse 5: Individualizing Instruction in Mathematics 306
Minicourse 8: Organizing Independent Learning--Primary Level 307
Minicourse 9: Higher-Cognitive Questioning 308
Minicourse 15: Organizing Independent Learning--Intermediate Level 309

Minicourse 18: Teaching Reading as Decoding 310
Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom 311
Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12 312
Cross Cultural Communication Program 330
Mandated Evaluation of Educators: A Conference on California's Stull Act 343

Volume 2 Anticipated Products

The Effects of Math Tutoring on Pupil Achievement and Attitude Toward Math 486
Entry- and Exit-from-Training Modules 487
Responsive Skills Package 490
The Effects of Teacher Use of Higher Cognitive Questions, Probing, and Redirection on Student Achievement 491
The Effects of Independent Study Contracting on Students 492
Minicourse 10: Role Playing in the Classroom 493
Minicourse 22: Teaching Reading Comprehension 494
Discussing Controversial Issues 495
Interaction Analysis 496
Tutoring in Reading 497
Content Analysis of Textbooks for Black Students, Grades 1-3 498
Classroom Management Through Positive Reinforcement 499

BASIC RESEARCH

Volume 1 Available Products

Domain Referenced Curriculum Evaluation: A Technical Handbook and a Case Study from the MINNEMAST Project 352
National Priorities for Elementary Education 353
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359
Promising School Practices for Mexican Americans 360

Secondary Education

PRODUCT NAME

Elements of Mathematics, Books 3-12, A, B, C

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Burt Kaufman

PROGRAM, PRODUCT LINKS

Program: 8

Product: 202

TARGET AUDIENCE

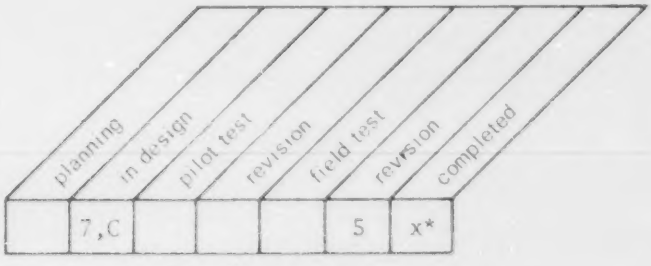
Upper 15-20 percent of secondary school population who are highly motivated and mathematically inclined

PRODUCT EVALUATION

PRODUCT ABSTRACT

The secondary school component of CSMP aims at a curriculum for a broad range of students in the activity package format. However, development is now on the EM program, a program for the upper 15-20 percent of students in grades 7-12 who have not studied the CSMP K-6 program. The EM program consists of a series of books beginning with intuitive experiences with sets, operational systems, integers, rational numbers, real numbers, number theory, probability and statistics, geometry, and algebra. These topics are extended in a more abstract setting in the rest of the EM series where the early intuitive experiences are used for motivation, illustration, and for self-study. In this sense, much of the EM program provides information on the upper bounds of mathematical content appropriate for students in grades 7-12.

Extended pilots for the EM program were begun in September, 1971.



* 3, 4, 6, 8-12, A, B

ANTICIPATED AVAILABILITY

Some units available for field testing in June 1974 by permission of CSMP director.

AVAILABLE INFORMATION

CSMP Director
610 E. College Street
Carbondale, Ill. 62901

PRODUCT NAME

CSE Secondary School Test Evaluations

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PRINCIPAL INVESTIGATOR

Ralph Hoepfner

PROGRAM, PRODUCT LINKS

Program: 28

Products: 125, 144, 160

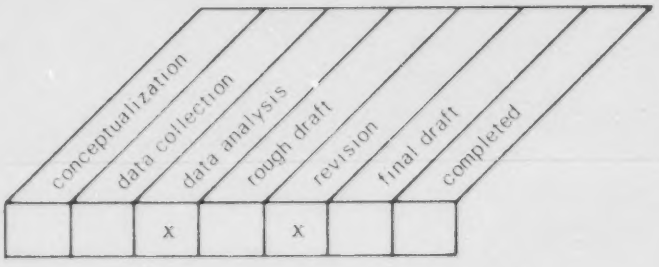
TARGET AUDIENCE

Secondary school principals, superintendents, evaluators, counselors, curriculum directors; anyone selecting tests for students grades 7-12

PRODUCT EVALUATION

PRODUCT ABSTRACT

The CSE Secondary School Test Evaluations provides a critical and objective evaluation of all published assessment, diagnostic, and prognostic instruments for secondary school children. This book contains a compendium of tests, keyed to educational objectives of secondary education, and evaluated by measurement experts and educators for such characteristics as measurement validity, examinee appropriateness, administrative usability, and technical excellence. This "periodic table" of test and objectives is designed for use by principals and superintendents who do not have technical expertise in educational measurement and evaluation, but who are required to select tests for their schools and districts. However, the rigorous treatment of the book will make it of interest to educational evaluators and psychometricians.



ANTICIPATED AVAILABILITY

Spring 1974

AVAILABLE INFORMATION

Dissemination Services
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

Role of Women in American Society: Film and Curriculum

INSTITUTION

Education Development Center, Inc.

PRINCIPAL INVESTIGATOR

Adeline Naiman

PROGRAM, PRODUCT LINKS

Program: 40

TARGET AUDIENCE

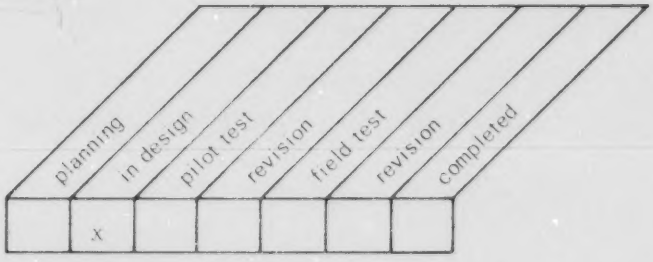
High school students

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Role of Women in American Society is a film-based curriculum aimed primarily at high school students but with applications at older and younger age levels. The issues dealt with in the materials are those surrounding the critical decision points in women's lives. The intention is to help students examine these issues so that they will make more informed decisions in their own lives. Films will be used as the basis for group discussion, student activities (both in and out of the classroom), background research, and reports and presentations in a range of media.

Anticipated products are a film and two printed guides--one for teachers and one for students.



ANTICIPATED AVAILABILITY

January 1975

AVAILABLE INFORMATION

Role of Women in American Society
Education Development Center, Inc.
55 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Exploring Childhood

INSTITUTION

Education Development Center, Inc.

PRINCIPAL INVESTIGATOR

Marilyn Clayton

PROGRAM, PRODUCT LINKS

Program: 51

TARGET AUDIENCE

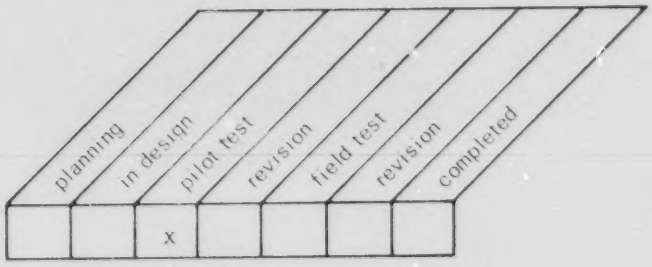
Students, grades 7 to 12

PRODUCT EVALUATION

PRODUCT ABSTRACT

In this program teenagers work with young children while learning about child development. Understanding how a child experiences the world is a major theme, approached through films and printed materials. By examining children's art, students begin to perceive how competence and individuality develop. From observations of fantasy play they draw clues about a child's emerging sense of other people. By looking at family interactions they begin to analyse the relationships between a child and the people who care for him. Data from other cultures give students understanding about how social organization can affect the care of the young.

Materials for the program include several hours of film, booklets, role-play, and observation activities. These are supplemented by the student's own first-hand experience with young children at preschool and elementary school field sites.



ANTICIPATED AVAILABILITY

Limited edition available September 1974

AVAILABLE INFORMATION

Kathleen Horani, field coordinator
EDC Social Studies Program
15 Mifflin Place
Cambridge, Mass. 02138

PRODUCT NAME

Exploring Human Nature

INSTITUTION

Education Development Center, Inc.

PRINCIPAL INVESTIGATOR

Jon Seger

PROGRAM, PRODUCT LINKS

Program: 51

Product: 203

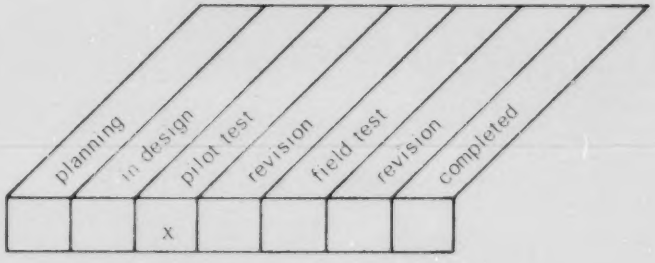
TARGET AUDIENCE

Students, grades 11 and 12

PRODUCT EVALUATION

PRODUCT ABSTRACT

Work is underway on Unit IV: Cooperation, Competition, and Conflict. This unit both looks back at and extends beyond the content of the first three units of Exploring Human Nature. In this unit, students are given the opportunity to draw on and implement the skills and perspectives they have already learned, but now they deal with issues integral to the social and political world outside the spheres of family and neighborhood ties.



ANTICIPATED AVAILABILITY

Fall 1974

AVAILABLE INFORMATION

Anita Gil, project director
EDC Social Studies Program
15 Mifflin Place
Cambridge, Mass. 02138

PRODUCT NAME

Conflict and Change: Athens and Sparta in Confrontation

INSTITUTION

Education Development Center, Inc.

PRINCIPAL INVESTIGATOR

Richard Dollase

PROGRAM, PRODUCT LINKS

Program: 51

TARGET AUDIENCE

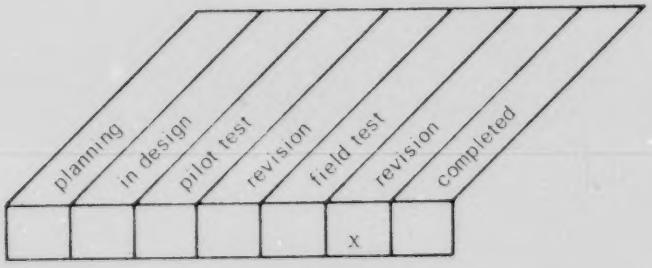
Students, grades 8 to 10

PRODUCT EVALUATION

PRODUCT ABSTRACT

During this six- to eight-week program, students analyze the values, beliefs, and lifestyles of the societies of fifth-century B.C. Athens and Sparta. Given the liklihood of war between the two city-states, students examine the strengths of each and, through role play, plan military and diplomatic strategy, trying to predict what kind of war will occur. They ponder the problems that face Athens and Sparta during the war, examining how the decisions of the military and diplomatic leaders affect the war, how individuals influence the course of events by their choices, and what role third parties play. Ultimately students come to consider the central question of the program: To what degree does war transform society? They examine how Sparta is changed after the war, and how neutral parties, rebellious allies, and the defeated are treated. Finally, through the role play of the trial of Socrates, students focus on the meaning and implication of the trial for postwar Athenian society.

The course will consist of several books, filmstrips, maps, and charts.



ANTICIPATED AVAILABILITY

1976

AVAILABLE INFORMATION

Richard Dollase, project director
EDC Social Studies Program
15 Mifflin Place
Cambridge, Mass. 02138

PRODUCT NAME

Computer-based Problem Solving Units

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Duane Richardson

PROGRAM, PRODUCT LINKS

Program: 77

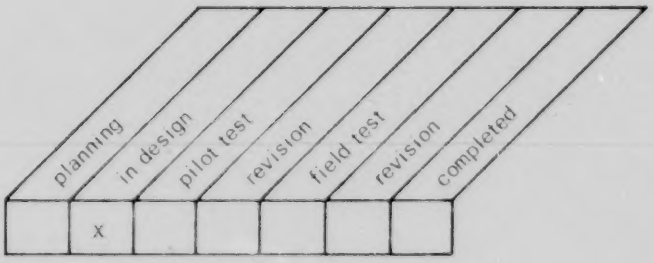
TARGET AUDIENCE

Secondary students

PRODUCT EVALUATION

PRODUCT ABSTRACT

Computer-based curriculum units are being developed in social studies and science. The units of study were selected for development because of their suitability for computer application. Each modular unit is self-contained and a teacher or student can select a unit appropriate for his purposes. However, the design of the units does not preclude the eventual evolution of the collective units in a specific area into a total course of study.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

Multiunit Secondary School

INSTITUTION

Wisconsin R & D Center,
University of Wisconsin

PRINCIPAL INVESTIGATOR

Wayne Benson

PROGRAM, PRODUCT LINKS

Program: 106

Product: 198

TARGET AUDIENCE

All middle and secondary school personnel and students

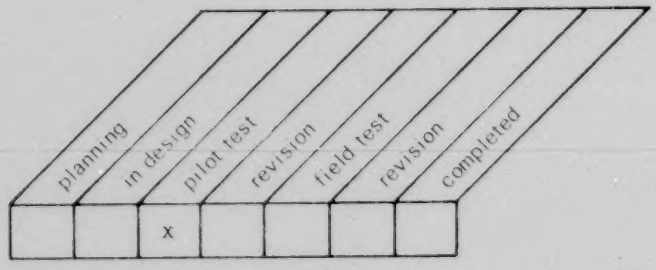
PRODUCT EVALUATION

Four middle schools currently are involved in pilot testing the multiunit secondary school model.

PRODUCT ABSTRACT

A model has been developed by a task force of practitioners, secondary school specialists, and Center personnel that incorporates those features of the system of Individually Guided Education that may be applied at the secondary school level. The seven components of the model function as a system to improve teacher morale, administrator-teacher communication, student achievement, and personal-social development of individuals. Among the components are a system of instructional programming for the individual student and an organizational framework that groups teachers and students in clusters based on two study areas at the middle school level and five areas at the senior high school level.

Preliminary materials and procedures are being pilot tested in four middle schools. Staff members from each school have been involved in reorganization, staff development, and curriculum revision. Pilot tests will be continued in these schools in 1974-75, and eight additional middle and senior high schools will be added.



ANTICIPATED AVAILABILITY

It is anticipated that the program will be ready for small-scale field testing in middle schools in the fall of 1975.

AVAILABLE INFORMATION

Information Office
Wisconsin Research and Development Center
for Cognitive Learning
1025 W. Johnson Street
Madison, Wis. 53706

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

Cooperative Driver Education and Safety Training 108
Student Participation in High School Decisions 119
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125
Drug Education PREP 128
Research Reports on Evaluation of Teachers 138
Research Report on Differentiated Staffing 139

Volume 2 Anticipated Products

System for Objectives-Based Assessment--Reading 372
Curriculum Strategy/Rural Futures Development 382
Report on Problems of Implementing Differentiated Staffing 393
Guidelines for Organizing Schools for Effective Instruction 395
Manual for Teacher Evaluation 396
Manual on Student Perceptions of the Link Between School and Work 397

ELEMENTARY EDUCATION

Volume 1 Available Products

African Mathematics Program 163
Parent-School-Community Involvement Handbook 195

Volume 2 Anticipated Products

People and Technology Communication Unit 416

CAREER EDUCATION

Volume 1 Available Products

Holland Occupational Classification 222
The Self-Directed Career (SDC) Program 223
Reports on an Educational-Vocational Diagnostic System 224
Individualized Learning for Adults--Reading and Mathematics 255
Empleen Ingles and Paper and Pencil Materials 256

Volume 2 Anticipated Products

Experience-based Career Education Manuals and Forms 451
Career Guidance Units 452
Career Information System 453
Elements of Computer Careers 470

TEACHER EDUCATION

Volume 1 Available Products

Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12 312
Cross Cultural Communication Program 330
Mandated Evaluation of Educators: A Conference on California's Stull Act 343

Volume 2 Anticipated Products

Teams-Games-Tournament Instructional Technique 483
The Effects of Teacher Use of Higher Cognitive Questions, Probing, and Redirection on Student Achievement 491
The Effects of Independent Study Contracting on Students 492
Minicourse 10: Role Playing in the Classroom 493
Minicourse 22: Teaching Reading Comprehension 494
Discussing Controversial Issues 495
Interaction Analysis 496
Classroom Management Through Positive Reinforcement 499
Inquiry Role Approach 501
Relevant Explorations in Active Learning (REAL) 504

BASIC RESEARCH

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359
Promising School Practices for Mexican Americans 360

Career Education

PRODUCT NAME

Experienced-based Career Education Manuals and Forms

INSTITUTION

Appalachia Educational Laboratory, Inc.

PRINCIPAL INVESTIGATOR

Harold L. Henderson

PROGRAM, PRODUCT LINKS

Program: 5

TARGET AUDIENCE

School superintendents

PRODUCT EVALUATION

Summary evaluations of the first year of activities may be obtained by writing:

Information Officer
Appalachia Educational
Laboratory, Inc.
P. O. Box 1348
Charleston, W. Va. 25325

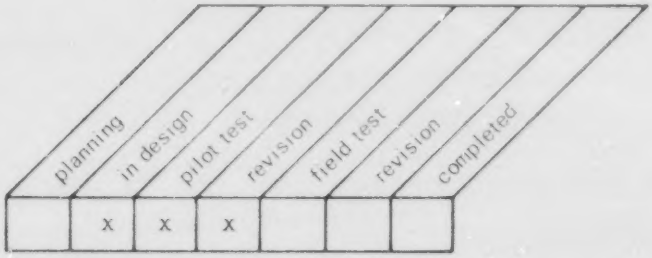
PRODUCT ABSTRACT

The AEL Experience-Based Career Education Program will produce a set of manuals and forms that any school system can use to replicate the AEL model.

Detailed procedures will be outlined so that school systems can install the program.

The manuals are as follows:

1. Administration and Management Manual
2. Operational Guidelines and Procedures Manual
3. Cross Reference Catalog (to be used by learning coordinators in delivering activities to students)
4. Employer Site Analysis Procedures Manual
5. Employer Site Learning Guide/Resources Book
6. Standard Activity Sheet Resource Book
7. EBCE/Goal/Objective Taxonomy
8. Student EBCE Orientation Manual
9. Student/Program Management Forms



ANTICIPATED AVAILABILITY

October 1974

AVAILABLE INFORMATION

Mrs. R. J. Kaufman
Experience-based Career Education
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, W. Va. 25325

PRODUCT NAME

Career Guidance Units

INSTITUTION

Appalachia Educational Laboratory, Inc.

PRINCIPAL INVESTIGATOR

David W. Winefordner

PROGRAM, PRODUCT LINKS

Program: 4

TARGET AUDIENCE

Secondary education students; young adults

PRODUCT EVALUATION

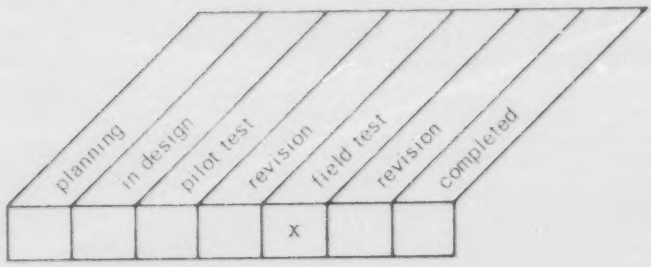
PRODUCT ABSTRACT

The 16 Career Guidance Units of AEL's Career Decision-Making Program are designed primarily to assist students in exploring the world of work and in developing their capabilities to make knowledgeable educational and vocational decisions.

These units are interrelated. They interconnect with the Career Decision-Making Program's Career Information System. They are:

1. Career Exploration and Decision-Making
2. Decision-Making
3. World of Work
4. Motivation and Preferences
5. Interests
6. Work Situation
7. Work Adjustment
8. Aptitudes
9. Work Conditions and Physical Demands
10. School Achievement and GED
11. Work and General Experiences
12. Economic Influences
13. Social and Family Influences
14. Decision-Making and Career Planning
15. Educational Planning
16. Your Future

The units are comprised of filmstrips, game and simulation activities, student materials, and teacher/counselor utilization guides.



ANTICIPATED AVAILABILITY

September 1975

AVAILABLE INFORMATION

PRODUCT NAME

Career Information System

INSTITUTION

Appalachia Educational Laboratory, Inc.

PRINCIPAL INVESTIGATOR

David W. Winefordner

PROGRAM, PRODUCT LINKS

Program: 4

TARGET AUDIENCE

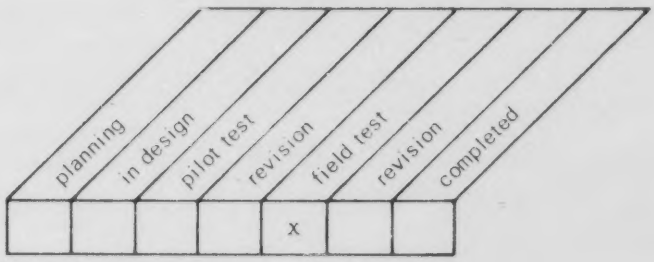
Secondary school students; youth; and young adults

PRODUCT EVALUATION

PRODUCT ABSTRACT

The products of AEL's Career Information System are designed to make the Dictionary of Occupational Titles and other occupational information publications more useful for career exploration and decision-making at the secondary school level. The products are:

1. Guide for Filing Occupational Information for Exploring Careers Through Worker Traits
2. Guide for Exploring Careers Through Worker Traits
3. Guide for Exploring Careers Through Occupational Groups
4. Guide to Occupational Information Indexed by WTGs
5. Keysort WTG Reference Index



ANTICIPATED AVAILABILITY

September 1974

AVAILABLE INFORMATION

PRODUCT NAME

VIEW--An Implementation Guide

INSTITUTION

Appalachia Educational Laboratory, Inc.

PRINCIPAL INVESTIGATOR

David W. Winefordner

PROGRAM, PRODUCT LINKS

Program: 4

TARGET AUDIENCE

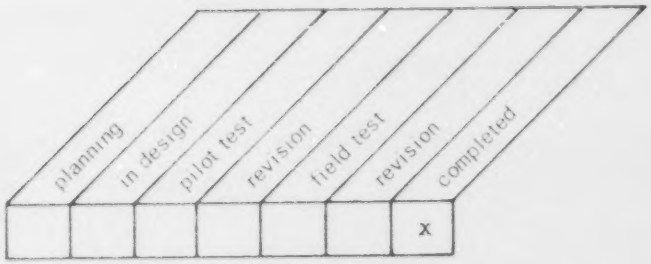
State departments of education; regional education agencies

PRODUCT EVALUATION

PRODUCT ABSTRACT

This guide for the implementation of VIEW (Vocational Information for Education and Work) combines the thinking and experience of VIEW program personnel from across the nation. The VIEW system was initiated in San Diego, Calif. This system uses a microfilm aperature card format. Implementation of this occupational information system can be established on a statewide or regional basis.

The Appalachia Educational Laboratory designed and field tested the VIEW system for two regional groups of schools in Appalachia. This manual is based on AEL's experiences and the experiences of directors of other VIEW programs in the country. The manual is intended to assist those involved in VIEW at all educational levels. Information has been presented for those making the initial decisions on the implementation of a regional VIEW center, for those charged with the task of operating the VIEW center, and for those at the individual school who must provide for the use of the career materials by students. This guide is an aide for those who have not had such a document before initiating their own VIEW programs.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

Information Officer
Appalachia Educational Liboratory, Inc.
P. O. Box 1348
Charleston, W. Va. 25325

PRODUCT NAME

Report on the Improvement of Policymaking at the State Level for Vocational Education

INSTITUTION

Center for Occupational Education, North Carolina State University

PRINCIPAL INVESTIGATOR

Harry G. Beard

PROGRAM, PRODUCT LINKS

Program: 18

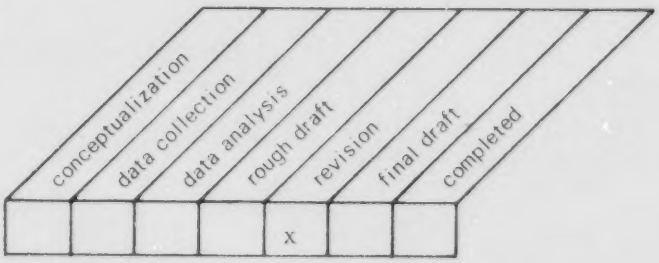
TARGET AUDIENCE

State board of education staff involved in policy making

PRODUCT EVALUATION

PRODUCT ABSTRACT

Under the Vocational Education Act of 1963 and the Amendments of 1968, state boards of education were charged with the responsibility for enacting policy so that programs of vocational education in local education agencies would be realistic for student needs and the manpower requirements of the particular state. This research report will describe the status of policies and policy making in vocational education at the state level, identify the problems in policy development, and develop a policy-making model that will provide a solution to those problems. The model will improve policy making by providing the policy makers with the capability to relate policy to be developed at the state level to existing national needs, generate administrative standards for policy implementation, evaluate policy decisions, anticipate the consequences of policy changes, involve the other agencies, and provide a basis for managing the entire policy-making enterprise.



ANTICIPATED AVAILABILITY

Late 1974

AVAILABLE INFORMATION

PRODUCT NAME

Dynamic Analysis and Strategic Planning Manuals

INSTITUTION

Center for Occupational Education, North Carolina State University

PRINCIPAL INVESTIGATOR

Donald W. Drewes

PROGRAM, PRODUCT LINKS

Program: 17

Products: 457, 458

TARGET AUDIENCE

State, regional, and local administrators

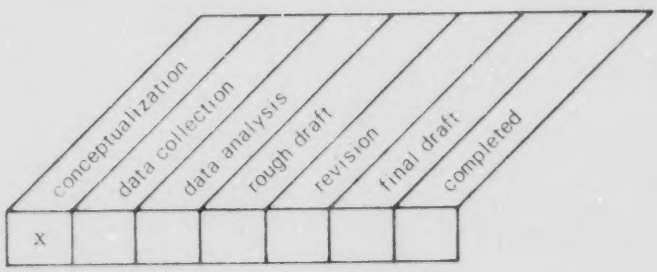
PRODUCT EVALUATION

PRODUCT ABSTRACT

1. Physical Activities Manual
This manual will be used in conjunction with the Resource Costing and Utilization Model to help predict costs of operation of occupational education under assumed regional conditions. The manual will specify those assumptions made about the activities of personnel necessary to the operation of the model.

2. Physical Facilities Manual
This manual is being developed for use with the Resource Costing and Utilization Model. The manual will assist decision-makers in the identification and definition of standardized physical facilities and materials categories.

3. Program Activities Manual
This manual is a companion to the Student Flow Model. The manual will assist decision makers in the identification, classification, description, and organization of constituent program activities. The manual will enable a person to set up a common data base for the operation of the student flow model.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

Dynamic Analysis and Strategic Planning Systems

INSTITUTION

Center for Occupational Education, North Carolina State University

PRINCIPAL INVESTIGATOR

PROGRAM, PRODUCT LINKS

Program: 17

Products: 456, 458

TARGET AUDIENCE

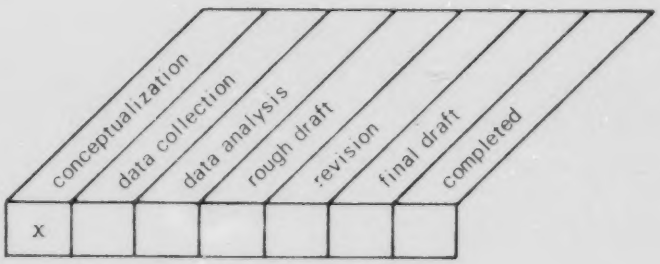
State, regional, and local administrators

PRODUCT EVALUATION

PRODUCT ABSTRACT

1. Skills Inventory System
The skills inventory system will allow decision makers to inventory current skill supply and to assess the implications of alternative programs and policies on the mix of skill in a region or a state.

2. Process Cost Information System
This system is a data-based design for the collection, storage, and retrieval of cost information. The account design will contain investment and cost accounts that separate those costs associated with the acquisition of facilities and equipment necessary to adapt space to support program activities and the costs incurred in activity operation; i.e., separate costs for classrooms from costs for teaching. Procedures for reporting and collecting expenses by program activity will be developed and documented.



ANTICIPATED AVAILABILITY

1 - September 1974
2 - August 1975

AVAILABLE INFORMATION

PRODUCT NAME

Dynamic Analysis and Strategic Planning Models

INSTITUTION

Center for Occupational Education, North Carolina State University

PRINCIPAL INVESTIGATOR

Donald W. Drewes,
J. W. Cunningham

PROGRAM, PRODUCT LINKS

Program: 17

Products: 456, 457

TARGET AUDIENCE

State, regional, and local school administrators

PRODUCT EVALUATION

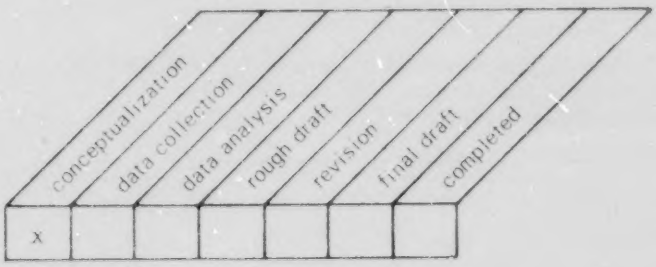
PRODUCT ABSTRACT

1. Program-Occupation Assignment Model
This model will provide occupational education planners the capability to 1) analyze occupational skill requirements; 2) cluster jobs according to similar human performance requirements; and 3) develop programs related to occupational clusters.

2. Student Flow Model
This model will provide occupational education planners with the capability to 1) analyze the consequences of changes in regional growth patterns on student flows; 2) analyze consequences of alternative policies and resource allocation on student transition rates; and 3) evaluate alternative resource allocation strategies to obtain the desired effects on student rates and flows.

3. Population-Employment-Fiscal Growth Model
This model will provide the planner with the capability to 1) analyze the potential effect of educational decisions on regional growth and development; 2) project the effect of alternative future regional conditions on the development of human resources; and 3) evaluate the alternative educational resource allocation strategies.

4. Resource Costing and Utilization Model
This model will enable the educational planner to ascertain the human and physical resource impact of alternative programs.



ANTICIPATED AVAILABILITY

1, 4 - February 1975
2 - April 1975
3 - January 1976

AVAILABLE INFORMATION

PRODUCT NAME

Activity Preference Questionnaire

INSTITUTION

Center for Occupational Education, North Carolina State University

PRINCIPAL INVESTIGATOR

J. W. Cunningham

PROGRAM, PRODUCT LINKS

Program: 15

Products: 219, 460, 461

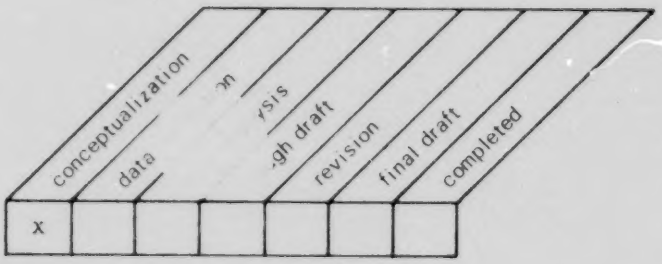
TARGET AUDIENCE

Guidance and placement personnel

PRODUCT EVALUATION

PRODUCT ABSTRACT

Selected work elements of the Occupation Analysis Inventory will be transformed into occupational interest items that, when summed, will provide interest scores for various OAI factors. Thus, the scales of the Activity Preference Questionnaire will correspond to systematically derived work dimensions. The questionnaire will serve a useful function in career guidance and placement by providing the basis for direct comparisons between the individual's expressed preferences and the characteristics of occupations and occupational clusters.



ANTICIPATED AVAILABILITY

October 1976

AVAILABLE INFORMATION

PRODUCT NAME

Work Analysis, Description, and Classification

INSTITUTION

Center for Occupational Education, North Carolina State University

PRINCIPAL INVESTIGATOR

J. W. Cunningham

PROGRAM, PRODUCT LINKS

Program: 15

Products: 219, 459, 461

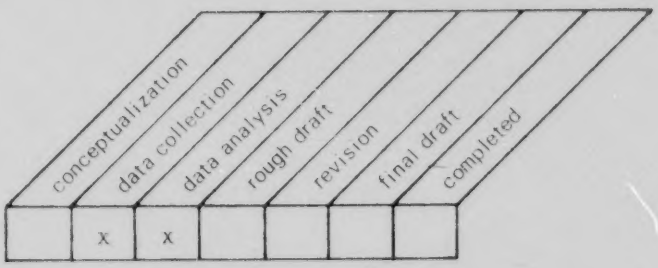
TARGET AUDIENCE

Researchers in occupational education; curriculum development specialists; and guidance personnel

PRODUCT EVALUATION

PRODUCT ABSTRACT

This component will produce several related products: an occupational cluster structure, a short form of the Occupation Analysis Inventory, a Work Questionnaire, and a set of Task Inventories. Through the analysis of the existing OAI instrument and the data generated through this instrument, a taxonomy will be constructed that will allow for the further development of related products. The short form of the OAI will be constructed on the basis of the work dimensions generated by the long form. This will produce an instrument that will rate jobs in one-third to one-fifth the time of the long form with no appreciable loss in information. A work questionnaire will be developed based on the short form of the OAI to allow individual workers to describe their own jobs. This questionnaire will have applications in research and in such areas as large-scale manpower studies and employment counseling. Tasks will be identified and described for important work dimensions within each occupational cluster, and an effort will be made to identify tasks, or classes of tasks, common to a number of occupations within a cluster. This will provide an informational base for educational development.



ANTICIPATED AVAILABILITY

July 1976

AVAILABLE INFORMATION

PRODUCT NAME

Occupational Awareness Test

INSTITUTION

Center for Occupational Education, North Carolina State University

PRINCIPAL INVESTIGATOR

J. W. Cunningham

PROGRAM, PRODUCT LINKS

Program: 15

Products: 219, 459, 460

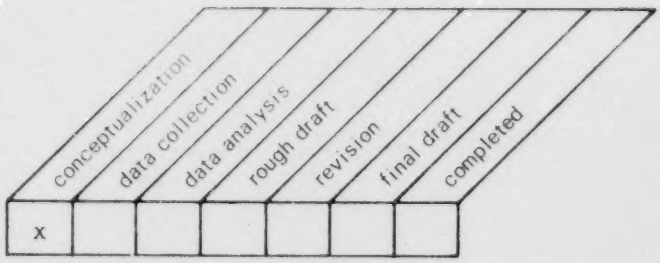
TARGET AUDIENCE

Researchers in occupational education; guidance personnel

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Occupational Awareness Test will be based on the Occupation Analysis Inventory occupational cluster structure. It will yield a general index of occupational information as well as subscores corresponding to selected occupational clusters. The instrument is intended for use in the occupational guidance setting.



ANTICIPATED AVAILABILITY

1976

AVAILABLE INFORMATION

PRODUCT NAME

Career and Vocational Education Professional Development Report Series

INSTITUTION

Center for Occupational Education, North Carolina State University

PRINCIPAL INVESTIGATOR

John K. Coster,
Mollie W. Shook

PROGRAM, PRODUCT LINKS

Program: 16

Products: 220, 221

TARGET AUDIENCE

State and local school administrators; teacher training institutions

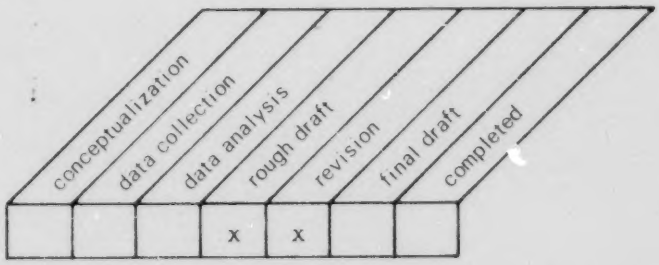
PRODUCT EVALUATION

PRODUCT ABSTRACT

The reports in this series will explore several aspects of the current and possible future applications of the Education Professions Development Act provisions. It is expected that these reports and conference proceedings will both clarify present positions and present models for future implementation of the EPDA provisions (particularly Section 553) in state and local agencies for vocational education.

Planned reports include:

1. A study of the allocation of resources for professional personnel development at the state level.
2. The development of a planning system for local programs of education professions development.
3. The development of a plan for state systems of education professions development.
4. A report on a seminar for developing state programs for vocational professional education personnel.
5. The proceedings of a conference for vocational education personnel development coordinators.



ANTICIPATED AVAILABILITY

January 1974 and later

AVAILABLE INFORMATION

Editor's Office
Center for Occupational Education
P.O. Box 5096
Raleigh, N.C. 27607

PRODUCT NAME

The Glen Oaks Simulation

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PRINCIPAL INVESTIGATOR

Darrell L. Ward

PROGRAM, PRODUCT LINKS

Program: 30

Products: 231, 232, 233

TARGET AUDIENCE

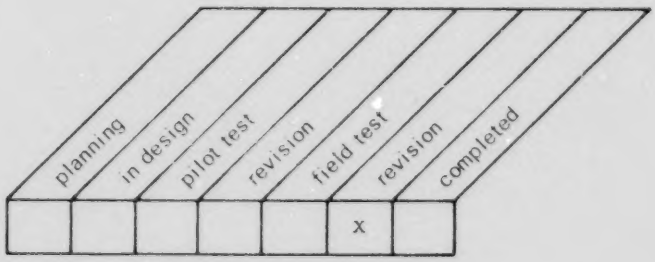
Trainers of teacher coordinators of cooperative vocational education

PRODUCT EVALUATION

PRODUCT ABSTRACT

The Glen Oaks Simulation is designed for use in the preparation of teacher coordinators of cooperative vocational education. The package is divided into nine modules representing major functions and tasks of a cooperative education coordinator. Together the modules can provide a comprehensive environmental simulation of one year's experience as a teacher coordinator. Separately the modules can provide specialized training in selected functions.

Four major kinds of techniques are employed in this simulation, including inbasket exercises, interpretation scripts, presentation scripts, and interactive scripts. Related materials, including a director's manual, faculty handbook, school and community information, and a set of cumulative record folders are included in the total package of materials.



ANTICIPATED AVAILABILITY

April 1974

AVAILABLE INFORMATION

Center for Vocational and Technical Education
1960 Kenny Road
Columbus, Ohio 43210

PRODUCT NAME

Methods for Curriculum Content Derivation

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PRINCIPAL INVESTIGATOR

Frank Pratzner

PROGRAM, PRODUCT LINKS

Program: 31

Products: 234, 235

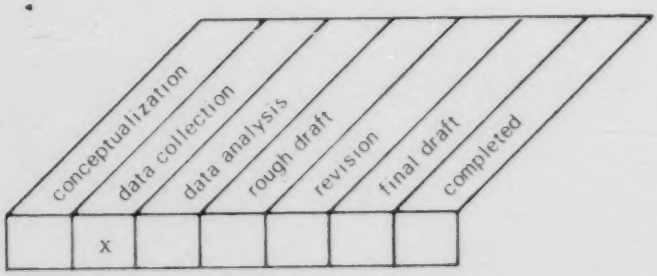
TARGET AUDIENCE

Curriculum developers

PRODUCT EVALUATION

PRODUCT ABSTRACT

Three interim reports will be available pertaining to automotive mechanics, business data processing, and secretarial science. Each report presents summary values for the responses of approximately 120 workers and 80 supervisors to 12 questions asked of task statements in an inventory of occupational tasks. The reports also contain summaries of respondent background data.



ANTICIPATED AVAILABILITY

September 1974

AVAILABLE INFORMATION

Complimentary copies will be available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210.

PRODUCT NAME

Final Report of Research into the Interpersonal Determinants of the Career Decision-Making Process of Black and White Male Adolescents

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PRINCIPAL INVESTIGATOR

Robert Campbell

PROGRAM, PRODUCT LINKS

Program: 32

Products: 236, 237, 238

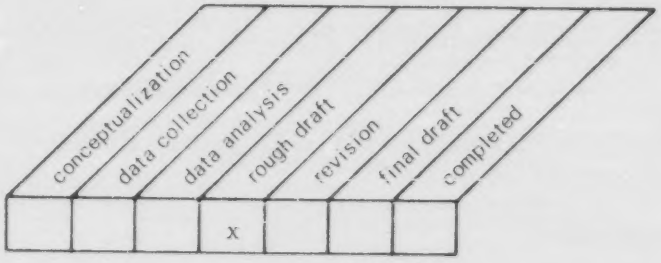
TARGET AUDIENCE

High school guidance counselors and teachers; school administrators; counseling psychologists; and other social scientists

PRODUCT EVALUATION

PRODUCT ABSTRACT

This report will contain a detailed report of the process by which family members, friends, and school guidance personnel (significant others) influence educational and occupational plans for high school males. Differences between black and white youth regarding the formation of career plans will be delineated and an analysis of the career decision-making process will be provided.



ANTICIPATED AVAILABILITY

March 1974

AVAILABLE INFORMATION

Complimentary copies will be available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210.

PRODUCT NAME

Career Development of Women: Sex Stereotyping in High School Student Career Guidance Materials

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PRINCIPAL INVESTIGATOR

Robert Campbell

PROGRAM, PRODUCT LINKS

Program: 32

Products: 236, 237, 238

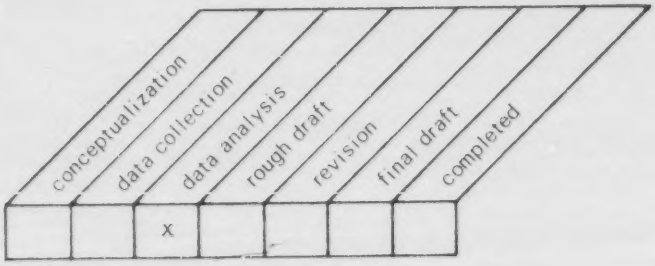
TARGET AUDIENCE

Research and development personnel in the area of career education and guidance including, but not limited to, those in vocational psychology, career guidance, and career education

PRODUCT EVALUATION

PRODUCT ABSTRACT

This report will present the findings of an assessment of high school student career guidance materials for sex stereotyping. It will provide data dealing with the incorporation of information about women's career patterns and women's occupational and labor force participation into such materials.



ANTICIPATED AVAILABILITY

July 1974

AVAILABLE INFORMATION

Complimentary copies available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210.

PRODUCT NAME

Diffusion of Innovations Research Reports

INSTITUTION

The Center for Vocational and Technical Education, The Ohio State University

PRINCIPAL INVESTIGATOR

William Hull

PROGRAM, PRODUCT LINKS

Program: 33

Products: 239, 240

TARGET AUDIENCE

Diffusion researchers and r&d personnel engaged in formulating diffusion strategies

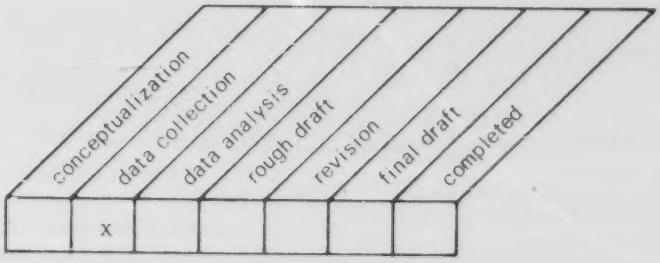
PRODUCT EVALUATION

PRODUCT ABSTRACT

Two research reports will be produced.

1. Perceived Effectiveness of Innovations--Diffusion Tactics.
   This report should provide an improved understanding of some of the conceptual domains associated with the process of diffusing innovations in educational agencies.

2. Diffusion Factors Associated with the Installation of Operation Guidance.
   This report should provide an understanding of barriers and facilitators of innovation installation processes.



ANTICIPATED AVAILABILITY

Autumn 1974

AVAILABLE INFORMATION

Complimentary copies will be available from the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210.

PRODUCT NAME

Design and Development of Curricular Materials

INSTITUTION

Learning Research and Development Center, University of Pittsburgh

PRINCIPAL INVESTIGATOR

Doris Gow

PROGRAM, PRODUCT LINKS

Program: 69

Product: 469

TARGET AUDIENCE

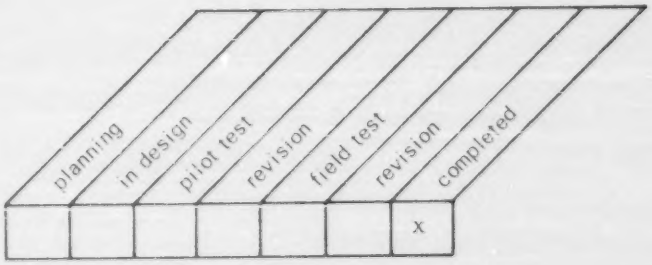
Graduate students; curriculum writers; teachers; and instructors in colleges, industry, and the military who prepare educational materials in their field

PRODUCT EVALUATION

Three pilot tests were conducted with positive results.

PRODUCT ABSTRACT

The primary purpose of this training program is to offer systematic training in instructional design. The program consists of 12 self-instructional units which comprise a comprehensive course in creating adaptive individualized instruction. The units include content analysis and the writing of objectives, the structuring and charting of hierarchies, the construction of lessons, and the design of a management system and inservice training for teachers who will implement the instructional program. The format of the units reflects the individualized process model on which they were based and which they teach.



ANTICIPATED AVAILABILITY

Awaiting commercial publication

AVAILABLE INFORMATION

Information Services
LRDC
160 North Craig Street
Pittsburgh, Pa. 15260

PRODUCT NAME

The Use of Learning Principles in Instruction

INSTITUTION

Learning Research and Development Center, University of Pittsburgh

PRINCIPAL INVESTIGATOR

James Holland

PROGRAM, PRODUCT LINKS

Program: 69

Product: 468

TARGET AUDIENCE

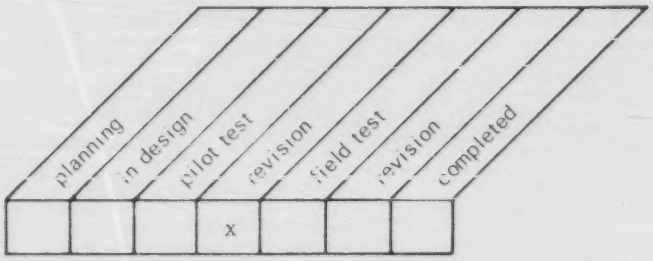
Graduate students; curriculum writers; teachers; and instructors in colleges, industry, and the military who prepare educational materials in their field

PRODUCT EVALUATION

The program was shown to be successful in pilot testing. Additional field testing will begin in January 1974.

PRODUCT ABSTRACT

The overall objective of this course is to provide training, in as short a period as possible, in the skills required to develop teaching materials that reflect the best in the present state of the "theory of instruction." More specifically, the course aims to train students in: 1) a working knowledge of behavioral principles and how they contribute to the development of good educational materials; 2) a discriminative repertoire that enables the student to evaluate a broad range of educational materials teaching widely different learning tasks; and 3) an ability to produce educational materials reflecting knowledge of behavioral principles and discriminative skills. The course is individually paced and provides frequent interaction between student and instructor. The units are hierarchically arranged and each begins with a statement of the behavioral objectives for that unit.



ANTICIPATED AVAILABILITY

Publisher to be determined following field testing

AVAILABLE INFORMATION

Information Services
LRDC
160 North Craig Street
Pittsburgh, Pa. 15260

PRODUCT NAME

Elements of Computer Careers

INSTITUTION

Northwest Regional
Educational Laboratory

PRINCIPAL INVESTIGATOR

Duane Richardson

PROGRAM, PRODUCT LINKS

Program: 77

TARGET AUDIENCE

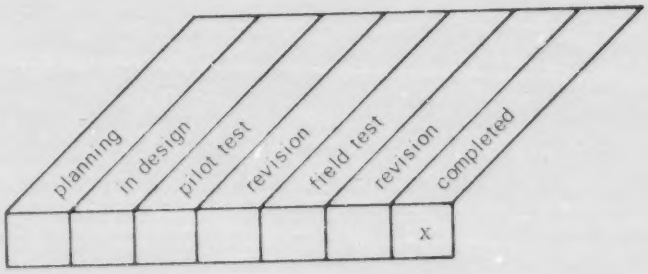
High school students

PRODUCT EVALUATION

Evaluation indicated:
1) gain is greatest when students using the materials have access to a computer;
2) the materials are flexible and self-sufficient; and
3) students and teachers are enthusiastic about the course.

PRODUCT ABSTRACT

This series of eight training packages provides students with understanding and experience in occupations related to computers. The series of instructional manuals will provide a school or other institution with the training materials and procedures for conducting career training in computer occupations. The project is designed to provide at least one realistic map of career development within the cluster of computer-related vocations. An orientation package provides meaningful concepts about each individual job and an understanding of interrelationships among them. A series of training packages gives students experiences necessary for job-entry skills.



ANTICIPATED AVAILABILITY

1974

AVAILABLE INFORMATION

To be published by Prentice Hall.
Brochure available -- contact Northwest Lab, 710 S.W. Second Ave., Portland, Ore., 97204.

PRODUCT NAME

Training System for Career Education Counselors in Adult Education

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Aubrey Gardner

PROGRAM, PRODUCT LINKS

Program: 83

TARGET AUDIENCE

Counselors of adults

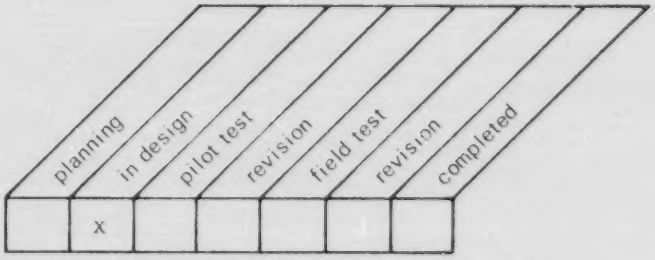
PRODUCT EVALUATION

PRODUCT ABSTRACT

The training system being designed includes: 1) a set of counselor competencies and 2) an open-entry/open-exit modular system for acquiring the competencies.

Development of the system includes:

1. Identification of roles of counselors and staff in adult education with counseling functions as the basis for the development of necessary competencies
2. Development of a set of competencies for adult education, career development counselors and staff with counseling functions
3. Development of a process for the installation of competencies through preservice and inservice programs
4. Testing and evaluation of a set of initial competencies for further revision and modifications
5. Development, assessment, and evaluation of a training model for a systems approach to teaching the use of the modules



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125

Volume 2 Anticipated Products

Manual on Student Perceptions of the Link Between School and Work 397

HIGHER EDUCATION

Volume 2 Anticipated Products

Manpower Counselor Training System 479

TEACHER EDUCATION

Volume 1 Available Products

English as a Second Language Program 334
English Readiness Package 335
Job Application Package 336
Comparative Buying Package 337

BASIC RESEARCH

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359

Higher Education

PRODUCT NAME

Relative Effectiveness of Proprietary Versus Public Vocational Education

INSTITUTION

Center for Research and Development in Higher Education, UC, Berkeley

PRINCIPAL INVESTIGATOR

Lyman A. Glenny, project director; and Welford Wilms

PROGRAM, PRODUCT LINKS

Program: 22

TARGET AUDIENCE

Faculty, administrators, boards of control of both proprietary and public colleges

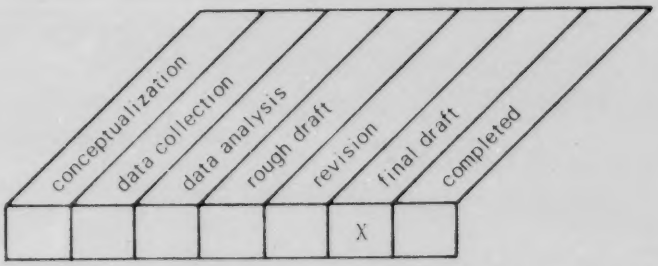
PRODUCT EVALUATION

PRODUCT ABSTRACT

The central hypothesis of this research is "after controlling for differences in students' backgrounds and abilities, graduates of proprietary schools will experience greater occupational success in the labor market than graduates of comparable public programs."

This hypothesis will be tested in six large and fast-growing occupations, in four different cities.

The research builds on the 1972 pilot study.



ANTICIPATED AVAILABILITY

July 1974

AVAILABLE INFORMATION

PRODUCT NAME

State Budgeting for Higher Education: Practice and Theory

INSTITUTION

Center for Research and Development in Higher Education, UC, Berkeley

PRINCIPAL INVESTIGATOR

Lyman A. Glenny

PROGRAM, PRODUCT LINKS

Program: 22

TARGET AUDIENCE

Administrators; state agency personnel; state legislators

PRODUCT EVALUATION

PRODUCT ABSTRACT

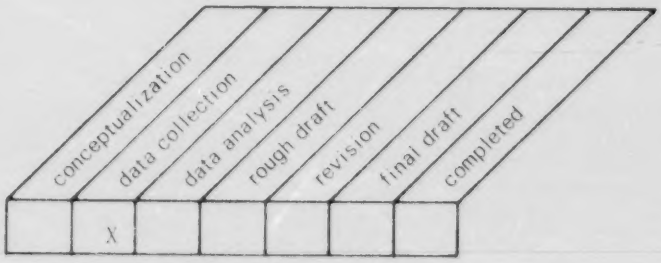
This is a 3-year, 6-phase study, in all 50 states, of the interface between post-secondary education and state agencies related to institutional budget requests.

It will utilize a common data base and will result in a computerized data bank for further needs.

The following products will result:

1. A descriptive report to compare state budget formulations in all states

2. An analytic report on results of testing selected propositions of organizational theory



ANTICIPATED AVAILABILITY

1. Late 1974

2. Summer 1975

AVAILABLE INFORMATION

PRODUCT NAME

Assessment of New Institutional Forms for Extending Postsecondary Education

INSTITUTION

Center for Research and Development in Higher Education, UC, Berkeley

PRINCIPAL INVESTIGATOR

Leland L. Medsker

PROGRAM, PRODUCT LINKS

Program: 22

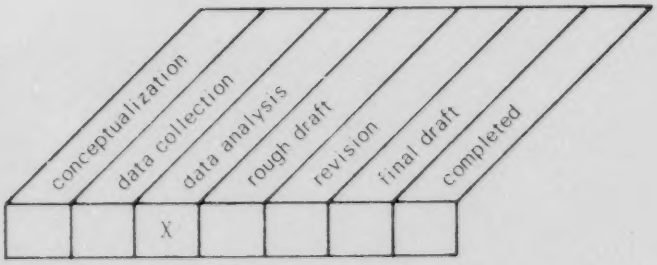
TARGET AUDIENCE

Institutional administrators; faculty; boards of control

PRODUCT EVALUATION

PRODUCT ABSTRACT

A series of case studies of various major forms of nontraditional, extended higher education programs will result. The purpose is to determine the consequences of various approaches and their implications for practice.



ANTICIPATED AVAILABILITY

Fall 1974

AVAILABLE INFORMATION

PRODUCT NAME

Assessment of Innovation in Higher Education

INSTITUTION

Center for Research and Development in Higher Education, UC, Berkeley

PRINCIPAL INVESTIGATOR

Harold H. Hodgkinson

PROGRAM, PRODUCT LINKS

Program: 22

TARGET AUDIENCE

Faculty; administrators; boards of control

PRODUCT EVALUATION

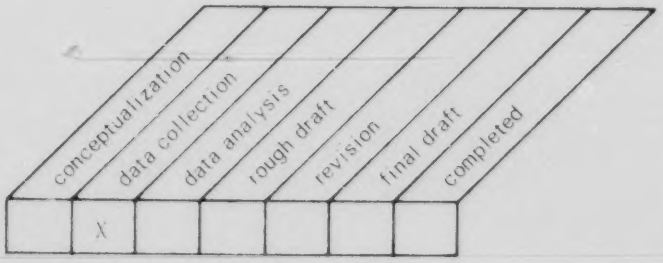
PRODUCT ABSTRACT

A monograph will result that will:

1. Present an inventory of all criteria now being used to assess new educational programs such as a) productivity (output) measures, b) value-added measures, c) unit costs, d) "social indicator" measures, and others

2. Develop an analysis and assessment of these different measures as to their usefulness and applicability to given situations

3. Survey innovative compuses and programs



ANTICIPATED AVAILABILITY

Early 1975

AVAILABLE INFORMATION

PRODUCT NAME

Educational Programs To Meet the Needs of New Students To Postsecondary Education

INSTITUTION

Center for Research and Development in Higher Education, UC, Berkeley

PRINCIPAL INVESTIGATOR

Patricia Cross

PROGRAM, PRODUCT LINKS

Program: 22

TARGET AUDIENCE

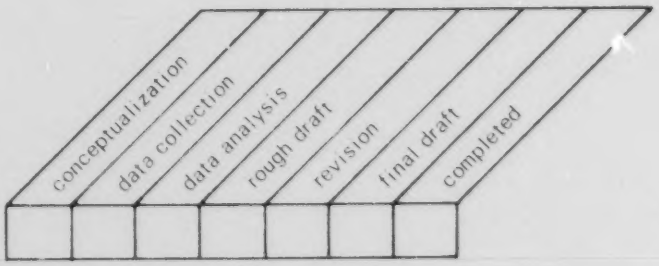
Faculty; administrators; boards of control

PRODUCT EVALUATION

PRODUCT ABSTRACT

A monograph will result that will be a a sequel to Beyond the Open Door, Patricia Cross, Jossey-Bass, Inc., 1972.

The book will synthesize research on the fear of failure hypothesis, on new counseling approaches, curricular changes, and student outcomes.



ANTICIPATED AVAILABILITY

Summer 1975

AVAILABLE INFORMATION

PRODUCT NAME

Single Concept Film on Materials Science/Engineering

INSTITUTION

Education Development Center, Inc.

PRINCIPAL INVESTIGATOR

John R. Friedman

PROGRAM, PRODUCT LINKS

Program: 39

TARGET AUDIENCE

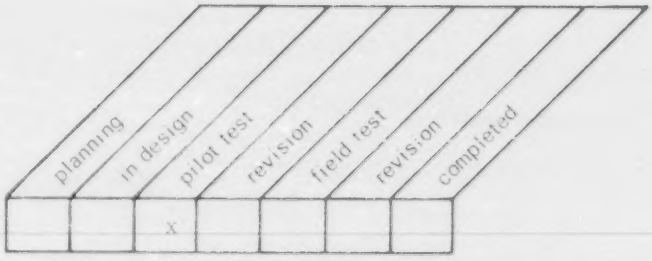
College materials science majors

PRODUCT EVALUATION

PRODUCT ABSTRACT

The first film in the series is:

"Hall Effect in Semiconducting Materials."



ANTICIPATED AVAILABILITY

Spring 1974

AVAILABLE INFORMATION

EDC Distribution Center
39 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Computer and Laboratory Calculus Project

INSTITUTION

Education Development Center, Inc.

PRINCIPAL INVESTIGATOR

William U. Walton,
Harry M. Schey

PROGRAM, PRODUCT LINKS

Program: 45

TARGET AUDIENCE

Nonphysical-science majors; students with weak backgrounds in mathematics who are not prepared for a standard college calculus course; and students who would otherwise take college algebra or finite mathematics to fulfill a mathematics requirement

PRODUCT EVALUATION

During 1973-74, EDC is conducting a test of this course in 8 schools involving about 30 students in each school.

PRODUCT ABSTRACT

The course has three main components: written materials, laboratory, and computer.

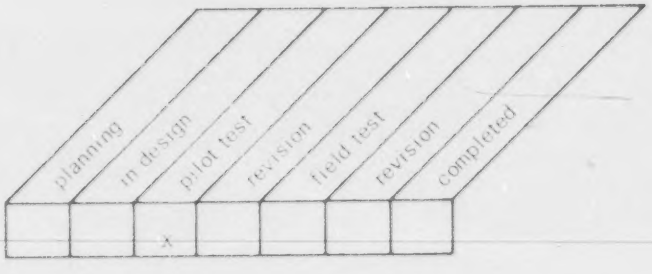
The written materials consist of study guides, explanatory materials, and problems for the student. Also in written form are instructions for the laboratory and computer, and end-of-unit quizzes.

The laboratory, the indispensable and important link between mathematics and actual phenomena, can be carried out both in the school and at home with a "shoebox" lab kit containing inexpensive materials for building apparatus.

The computer serves two distinct purposes. It eliminates tedious calculation in "homework" problems and it allows investigations that would otherwise be completely impractical. A plotter or scope is a highly desirable part of the equipment. Students use prepared programs at first, and gradually progress to writing their own.

In addition, computer-animated films will be used to illustrate calculus concepts.

The present materials will serve as the basis of a much broader multilevel/multimedia system for first-year calculus instruction.



ANTICIPATED AVAILABILITY

Mid-1975

AVAILABLE INFORMATION

Computer and Laboratory Calculus Project
Education Development Center, Inc.
55 Chapel Street
Newton, Mass. 02160

PRODUCT NAME

Manpower Counselor Training System

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Ed Fuller

PROGRAM, PRODUCT LINKS

Program: 80

TARGET AUDIENCE

Master's level students

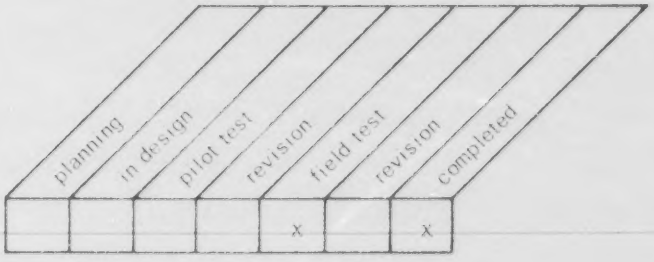
PRODUCT EVALUATION

PRODUCT ABSTRACT

The training system is an open-entry/open-exit, field-centered, competency-based program. A counselor 1) enters the program; 2) is assigned to training on the basis of what he can do and what he must learn to do; 3) is continuously evaluated; and 4) has the alternative of returning to the job or continuing training to add to his demonstrated abilities. The approach is based on: 1) entry based on demonstrated ability to relate to people served by manpower and community college programs; 2) program based in a manpower agency setting; 3) program prescribed on the basis of ability to perform the specific tasks defined by manpower agencies; 4) program content based on individual diagnosis; 5) program emphasis on world of work experience with counseling skills systematically included and related; and 6) exit from the program at various points on individual's demonstrated ability to perform the tasks specified by manpower agencies.

The following materials are available from NWREL at reproduction cost:

1. Manual for counselors in training
2. List of 58 competencies; learning objectives, activities, and ways to measure accomplishment
3. Preassessment materials for each learning activity
4. Guidelines for implementation



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

Northwest Regional Educational Laboratory
710 S.W. Second Ave.
Portland, Ore. 97204

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125
REACT for Administrators 132
Research Reports on Evaluation of Teachers 138
Research Reports from Stanford Project on Academic Governance 140

Volume 2 Anticipated Products

Support Agency Strategy/Rural Futures Development 383
Using the Computer in Data Management/Decision Making 385
Research and Summary Reports of Stanford Project on Academic Governance 394

SECONDARY EDUCATION

Volume 1 Available Products

American Meteorological Society Film Program Films 206
PSSC High School Physics 207

CAREER EDUCATION

Volume 2 Anticipated Products

Design and Development of Curricular Materials 468
The Use of Learning Principles in Instruction 469
Training System for Career Education Counselors in Adult Education 471

TEACHER EDUCATION

Volume 1 Available Products

College Introductory Physical Science (College IPS) 301
Cooperative Urban Teacher Education Program 313
Higher Level Thinking Abilities 314
Interpersonal Communications 315
Interaction Analysis 316
Systematic and Objective Analysis of Instruction 317
System Technology 318
Facilitating Inquiry in the Classroom 319
Research Utilizing Problem Solving 320

REACT for Teachers 321
Stability in Teacher Effectiveness 322
Measuring Teacher Effects on Pupil Achievement 323
Personal Characteristics Associated with Effective Teaching 326

Volume 2 Anticipated Products

Preparing Education Training Consultants (PETC) 503
Interpersonal Influence 505
Teaching Responsively for Individualized Meaning 506
Teacher Retraining Strategy/Rural Futures Development 507
Selecting, Specifying, and Developing Computer Instructional Materials 508

BASIC RESEARCH

Volume 1 Available Products

CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359

Teacher Education

PRODUCT NAME

Instructional Resources for the Development of Competencies of the Elementary Teacher in the Area of Aesthetic Education

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Stanley S. Madeja

PROGRAM, PRODUCT LINKS

Program: 7

Products: 157, 158, 284, 285, 286, 287, 406, 407, 408, 409, 410, 411

TARGET AUDIENCE

Educators; education students; arts education students; teachers; administrators

PRODUCT EVALUATION

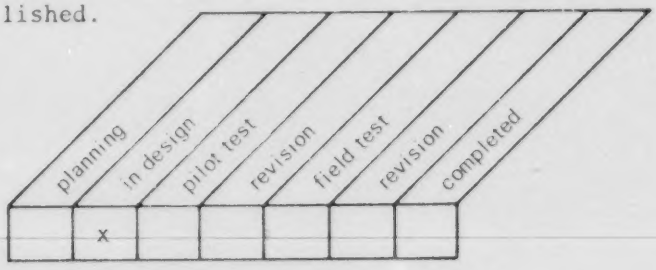
Evaluation will be consistent with present Program policy. Inhouse professional staff will institute mechanisms for the return of formative information during prototype and hothouse testing and summative information during pilot testing.

PRODUCT ABSTRACT

The Aesthetic Education Program, CEMREL, Inc., is planning and developing six teacher-education packages for use in teacher preparation institutions, preservice and inservice, undergraduate and graduate levels. These packages are designed to help future teachers, teachers, and administrators 1) understand the general character of aesthetic content in education; 2) gain competency in perceiving characterisitcs of aesthetic phenomena and in relating these characteristics to the structure of a whole work; 3) organize aesthetic elements into whole works and understand professional artists' approaches to this process; 4) investigate indicators to recognize aesthetics of different cultures and the characteristics of the natural and people-created environment and to assess the effect of both on human beings; 5) develop competencies for assessing learning progress in aesthetic education; and 6) select directions for learning aesthetic content and for developing appropriate teaching styles.

Packages fit into the following concept categories: Aesthetics in the Physical World
Aesthetics and the Arts Elements
Aesthetics and the Creative Process
Aesthetics and the Artist
Aesthetics and the Environment
Aesthetics and the Culture

These packages will be field tested by a network of teacher-preparation centers. Agreements with these centers are now being established.



ANTICIPATED AVAILABILITY

1975

AVAILABLE INFORMATION

For further information contact the Aesthetic Education Program, CEMREL, Inc., 3120 - 59th St., St. Louis, Mo. 63139.

PRODUCT NAME

Training To Teach the Autistic Child

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

Martin A. Kozloff,
David R. Buckholdt

PROGRAM, PRODUCT LINKS

Program: 9

TARGET AUDIENCE

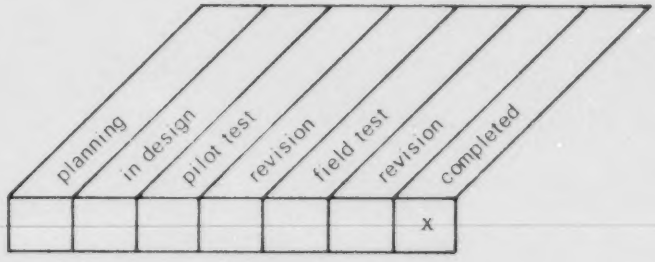
Special education teachers; social workers; psychiatrists; parents of disturbed children; elementary teachers; guidance personnel

PRODUCT EVALUATION

PRODUCT ABSTRACT

Autistic and psychotic children are among the most neglected significant educational problems. These children generally present such serious management and training problems that they are institutionalized before they reach adolescence. Fortunately, several recent scientific breakthroughs have made the training and remediation of autistic children more effective. One of these breakthroughs has been in the area of systematic reinforcement therapy.

The goal of this project is to develop a set of training materials in reinforcement therapy, based on experimental results from this program and elsewhere, for therapists and parents who work with autistic and psychotic children. The project will train therapists and parents to use reinforcement procedures to build interpersonal, linguistic, and preacademic competencies in young children and to reduce aggressive, self-destructive, and isolation behaviors. This project will result in 13 training units, which define a sequential training program for the resocialization of autistic children. The units range from the early training of elementary social skills, such as eye contact, to more difficult skills involved in group interaction, such as language skills.



ANTICIPATED AVAILABILITY

Seeking publisher

AVAILABLE INFORMATION

CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Classroom and Instructional Management (CLAIM)

INSTITUTION

CEMREL, Inc.

PRINCIPAL INVESTIGATOR

David R. Buckholdt

PROGRAM, PRODUCT LINKS

Program: 9

TARGET AUDIENCE

Teachers and therapists, early childhood, elementary, or secondary levels; paraprofessionals; parents

PRODUCT EVALUATION

Evaluation reports available.

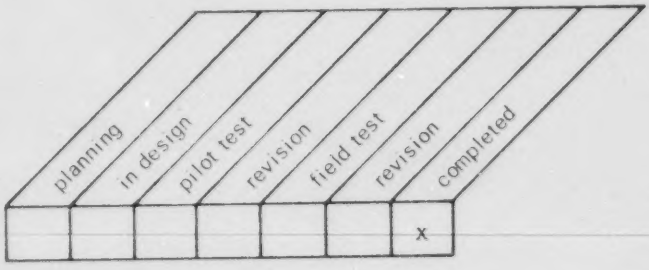
PRODUCT ABSTRACT

The goal of this project is to develop and test a teacher training program in exchange-teaching procedures. Applied research done at CEMREL and elsewhere has shown that the behavior of the teacher in the classroom is vitally important to the development of the behavior of children. Through daily interaction with children, a teacher is capable of both increasing productive, creative behaviors in children and of reducing or even eliminating disruptive and other unproductive behaviors.

Specifically, the training program focuses on the following skills:

1. How to reinforce productive behavior with praise and other social reinforcers
2. How to identify and use other more powerful reinforcement procedures
3. How to extinguish or otherwise reduce unproductive behavior
4. How to think and talk about behavior
5. How to measure behavior and changes in behavior produced by alternative interaction patterns

Primarily self-instructional, the program consists of 3 parts: a set of 10 written training units with lessons, examples, illustrations, and behavioral exercises; 4 filmstrip-cassette shows based on the content of the written materials, and a coordinator's manual for the trainer.



ANTICIPATED AVAILABILITY

Seeking publisher

AVAILABLE INFORMATION

CEMREL, Inc.
3120 - 59th Street
St. Louis, Mo. 63139

PRODUCT NAME

Teams-Games-Tournament Instructional Technique (TGT)

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PRINCIPAL INVESTIGATOR

David L. DeVries

PROGRAM, PRODUCT LINKS

Program: 23

Products: 292, 368, 484

TARGET AUDIENCE

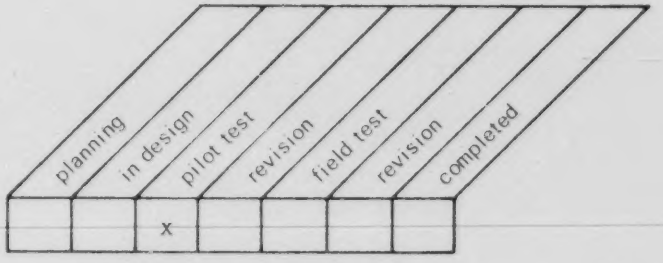
Teachers; school administrators; upper elementary, junior, and senior high students in math, social studies, language arts, etc.

PRODUCT EVALUATION

A series of research reports of in-class experiments show that the TGT instructional technique can 1) increase academic achievement; 2) create a more satisfying and enjoyable classroom environment; 3) increase personal contact between students of opposite sex and race, thereby contributing to more positive relationships among students; and 4) increase peer tutoring.

PRODUCT ABSTRACT

The TGT instructional technique is structured in the following way. The teacher a) assigns students to four-or-five member teams, each of the same average ability; b) has students compete individually in an instructional game, as representatives of their team, and against other students of equal ability level; c) sets up a tournament structure that allows students to score points for their team and move up or down according to their success in the game; d) publicizes team accomplishments and the accomplishments of individual students. TGT restructures both the academic task placed before the students and the ways in which students are rewarded. The academic task becomes social, with students depending on their team members to help complete it. Team members reward one another for academic accomplishment, and low achieving students can earn the rewards as readily as high achieving students. TGT can be used to teach any subject in which it is important to learn basic factual material, and the technique can be used with upper elementary, junior high, and senior high students.



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

Research reports and case study available from Center for Social Organization of Schools, The Johns Hopkins University, 3505 No. Charles Street, Baltimore, Md. 21218

PRODUCT NAME

Using Teams-Games-Tournament (TGT) in the Classroom (A Teacher's Manual)

INSTITUTION

Center for Social Organization of Schools, The Johns Hopkins University

PRINCIPAL INVESTIGATOR

David L. DeVries

PROGRAM, PRODUCT LINKS

Program: 23

Products: 292, 368, 483

TARGET AUDIENCE

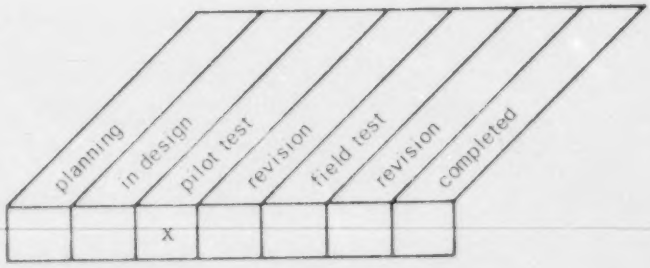
Upper elementary, junior high, senior high school teachers; curriculum specialists

PRODUCT EVALUATION

Reviews by 25 teachers are generally enthusiastic and positive. The Guide rates as being clear, as being about right in length, and rates from adequately to very well on thirteen items concerning content.

PRODUCT ABSTRACT

The 70-page Guide is divided into five main sections: 1) TGT: An Overview; 2) Why Should You Use TGT; 3) Getting Ready To Use TGT; 4) Guide to Daily Lessons: The First Week; 5) Guide to Daily Lessons: The Second and Subsequent Weeks. These sections give step-by-step information on how to implement TGT in the classroom. Appendix A provides a listing of commercial games for possible use with TGT. Appendix B provides examples of teacher-made games for use with TGT.



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

PRODUCT NAME

Protocol Materials for Teachers IV: Processes of Changing Sex Role Stereotyping

INSTITUTION

Oakland Unified School District and Far West Laboratory

PRINCIPAL INVESTIGATOR

Greta Morine and Gloria Golden

PROGRAM, PRODUCT LINKS

Program: 65

Products: 301, 302, 303

TARGET AUDIENCE

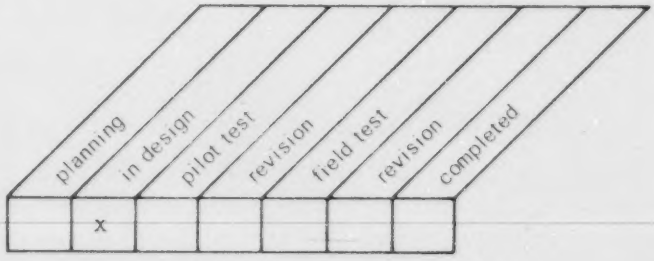
Preservice and inservice teachers of all grades

PRODUCT EVALUATION

Field testing will be conducted with preservice teachers for concept mastery and attitudes toward the use of these materials for the teaching of the concepts.

PRODUCT ABSTRACT

Protocols bridge the gap between theory and reality by providing actual examples of theoretical concepts. The materials will include filmed examples of concepts as they occur in the real classroom. The set of films will be accompanied by an instructor's manual. The fourth year's work will contain films focusing on the concept of the process of changing sex role stereotypes. Six steps will be examined as exemplifying the process: attention (exposure to the message); comprehension (understanding the message); resistance (opposing the message actively or passively); retention (remembering the message); yielding (tentatively accepting the message); and action (making permanent the change contained in the message). Fifteen minutes of film will illustrate teachers and students involved in this change process. A handbook will be written to accompany the films and will include a general introduction to the concept, a summary of the literature on attitude change, annotated transcripts of the films, suggested use of the materials, and possible resources for teachers. The materials may be used as part of an educational psychology course, in curriculum and instruction courses, or in women's studies courses. They are suitable for inservice training as well.



ANTICIPATED AVAILABILITY

Fall 1975

AVAILABLE INFORMATION

Far West Laboratory
Attn.: Greta Morine or Gloria Golden
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

The Effects of Math Tutoring on Pupil Achievement and Attitude Toward Math

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Barbara Ivory Williams

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Teacher educators; educational researchers

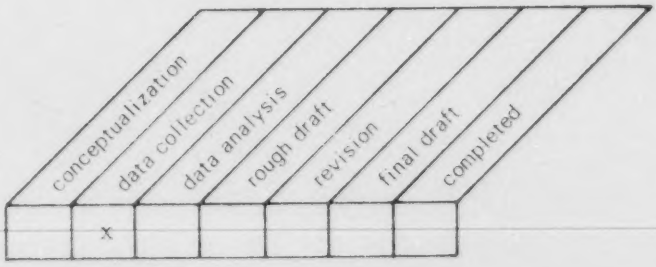
PRODUCT EVALUATION

The current design of the study has been critiqued by Len Cahen, Jim Shaver, Barak Rosenshine, Sam Messick, Len Marascuilo, and Steve Klein.

PRODUCT ABSTRACT

This study is one of a series of experiments being undertaken by the Effective Teacher Education Program to determine whether certain teaching techniques have a positive effect on student learning. The experiments being reported are concerned with the effects of certain tutoring skills on pupil outcomes. In each study, the tutor and the setting changes-- teachers are the tutors in a large suburban school district and paraprofessionals are the tutors in a city school district. In each study, pupils are randomly assigned to tutors and tutors, in turn, are randomly assigned to treatment conditions.

The results of these studies will be related to the effects on pupils whose teachers have been trained with Minicourse 5: Individualizing Mathematics Instruction.



ANTICIPATED AVAILABILITY

November 30, 1975

AVAILABLE INFORMATION

PRODUCT NAME

Entry- and Exit-from-Training Modules

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Greta Morine

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Inservice teachers of elementary grades

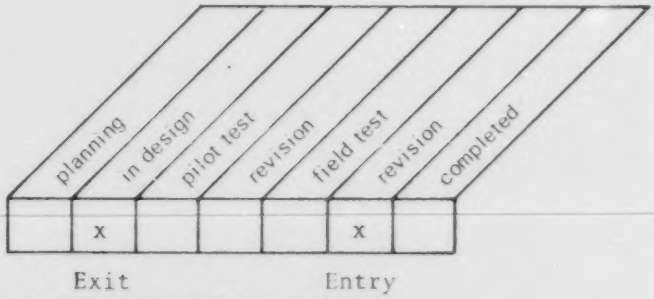
PRODUCT EVALUATION

A preliminary field test indicated that the Entry Module enabled teachers to demonstrate variations in interactive behavior. Field test subjects showed significantly more positive attitudes toward further training after using the materials. The Exit Module is now undergoing field testing.

PRODUCT ABSTRACT

The Entry Module is designed to introduce teachers to analysis of their own classroom interaction prior to skill training in a teacher center or an inservice program. It includes: a programmed instruction booklet and a discussion guide as two alternative instructional formats leading to teacher development of their own simple observational systems; directions for videotaping and comparing two alternative lessons teaching the same content to different groups; a videotape of four alternative lessons dealing with the same mathematical content for discussion and analysis by a group of teachers.

The Exit-from-Training Module is designed to assist teachers in planning to apply newly learned skills to problems in their own classrooms. Three training units lead teachers to: identify classroom problems and newly learned skills and rate each in terms of probability of successful solution/implementation; relate classroom problems to newly learned skills to determine the best use of resources to implement desired change; design an inquiry project to study the effectiveness of implementation of newly learned teaching skills in the classroom setting.



ANTICIPATED AVAILABILITY

September 1974

AVAILABLE INFORMATION

Far West Laboratory
Attn.: Greta Morine
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

A Study of Parent Training for Participation in Decision Making

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Henry Banks

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Administrators of elementary schools; teacher educators; and persons planning, designing, or implementing teacher centers

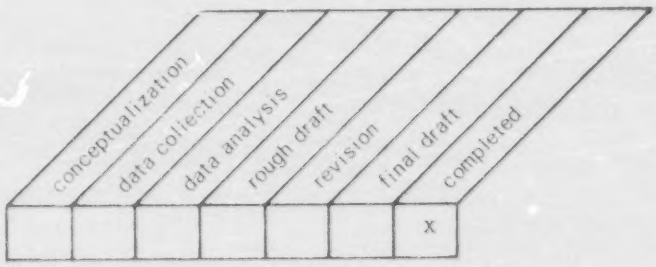
PRODUCT EVALUATION

Based on analysis of covariance and subsequent comparison between adjusted means for each treatment group, the results of the study indicate that the treatments have a number of effects on the dependent variables.

PRODUCT ABSTRACT

A Study of Parent Training for Participation in Decision Making is a training program to provide noneducators with experiences that give them a greater understanding of the problems faced by schools and teachers. Specific objectives of the program include determining the effect of four different treatments on parents: 1) their attitudes toward the educational institution, and 2) perceptions of the training needs of elementary school teachers.

A representative sample of parents of children attending two elementary schools in a California school district was recruited to participate in the program. Selected on a voluntary basis, each participant was randomly assigned to the treatments: 1) working as a paraprofessional, 2) observing classroom instruction, 3) attending seminars on teacher training materials and methods, and 4) serving as a self-directed task force.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Faculty Information and Staff Development Programs

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Morton S. Tenenberg

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

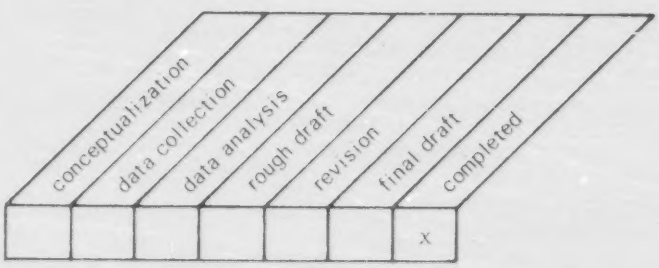
School administrators; teacher center staff members

PRODUCT EVALUATION

Procedures described in this report were tested in six San Francisco Bay Area schools. Data indicated that resultant information could be organized to identify teachers' training preferences and staff patterns of professional sharing.

PRODUCT ABSTRACT

This report presents procedures that enable any school faculty to identify its own preferences regarding inservice education, and procedures that enable an outside researcher to collect and feed back data on patterns of professional sharing practices to a school staff. The presentation is organized around a series of "problems" that the reader is asked to solve, then one alternative solution is explained in some detail. Appendices describe six studies of faculty opinion and interaction and summarize the general patterns found.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Responsive Skills Package

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Greta Morine

PROGRAM, PRODUCT LINKS

Program: 65

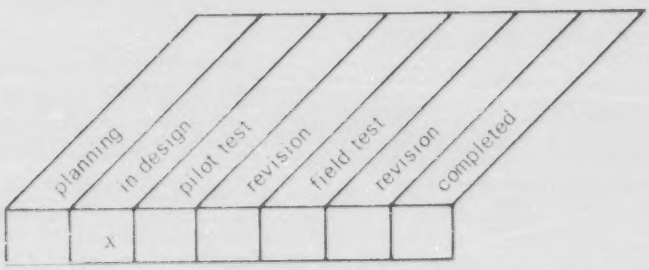
TARGET AUDIENCE

Inservice teachers of elementary grades

PRODUCT EVALUATION

PRODUCT ABSTRACT

This package is designed to instruct teachers to react to pupil comments and questions in ways that encourage pupil initiative. Four "areas of pupil mastery" are dealt with, and a particular teaching model or instructional strategy is focused on in each area, as follows: Directing Personal Activities (Negotiated Learning Contracts); Engaging in Collective Social Activities (Group Investigation Model); Using Subject Matter Concepts (Bruner Concept Attainment Model); Using Subject Matter Methodology (Taba Inductive Model). The training procedure involves teachers in exploring effects on pupils of alternative interaction patterns by a series of comparisons of two lessons in which two different patterns are used. The package includes options with regard to particular skills to be practiced, particular teaching strategies to be practiced, and sequence of instruction.



ANTICIPATED AVAILABILITY

September 1974

AVAILABLE INFORMATION

A position paper explaining the rationale and organization of the package is available on request from the Laboratory--Far West Laboratory, 1855 Folsom St., San Francisco, Calif. 94103.

PRODUCT NAME

The Effects of Teacher Use of Higher Cognitive Questions, Probing, and Redirection on Student Achievement

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Meredith D. Gall

PROGRAM, PRODUCT LINKS

Program: 65

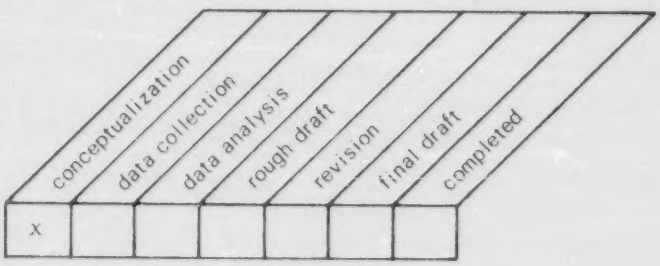
TARGET AUDIENCE

Teacher educators; educational researchers

PRODUCT EVALUATION

PRODUCT ABSTRACT

This study is one of a series of experiments being undertaken by the Effective Teacher Education Program to determine whether certain teaching techniques have a positive effect on student learning. The specific teaching techniques to be investigated here are use of different levels of higher cognitive questions and presence/absence of probing and redirection in a recitation context. These techniques will be manipulated in a nine-group pre-post experimental design with random assignment of students to treatments. Pre- and posttests of achievement will consist primarily of fact and higher cognitive questions requiring constructed responses in oral and written modalities. Curriculum-specific and transfer tests will be administered.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

The Effects of Independent Study Contracting on Students

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Morris Lai

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

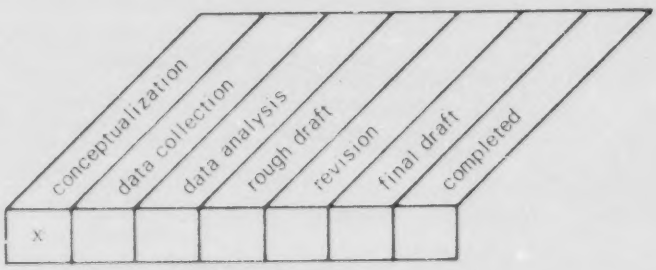
Teacher educators; educational researchers

PRODUCT EVALUATION

The current design of the study has been critiqued by Len Cahen, Jim Shaver, Barak Rosenshine, Sam Messick, Len Marascuilo and Steve Klein.

PRODUCT ABSTRACT

The end product consists of a final report of a research study designed to investigate the effects of independent study contracting on students. Included in the report will be a conceptualization of independent study and its effects on students, procedures used, data analysis and results, and a listing of instruments (including newly developed ones). The experiment being reported will have random assignment to treatment. Results to be reported will be related to the effects on students whose teachers have been trained by Minicourse 15: Organizing Independent Learning.



ANTICIPATED AVAILABILITY

November 30, 1975

AVAILABLE INFORMATION

PRODUCT NAME

Minicourse 10: Role Playing in the Classroom

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

John T. Cockrell

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Teachers of grades 4-8

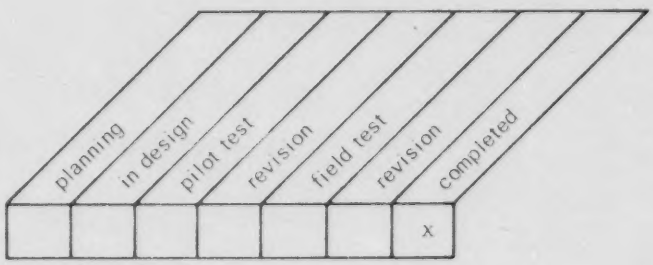
PRODUCT EVALUATION

This course has gone through the preliminary, main, and operational field tests. The results of the Main Field Test have been published in FWL Report A73-15.

PRODUCT ABSTRACT

Teachers are faced with many new classroom problems related to the social ferment of the times. In addition, teachers retain the traditional problems of student motivation and classroom management. Role playing is an effective instructional tool for solving many of these problems. The opportunity to acquire the skills of role playing as adapted for classroom use is somewhat limited. To provide an opportunity for elementary teachers to learn the skills of role playing, a course entitled "Role Playing in the Classroom" has been created. In addition to covering the skills of role playing, the course provides background rationale and some long-range planning steps for the effective use of role playing as a regular part of the classroom schedule.

The course is self-instructional and the teacher uses her own class to practice the skills. Consideration has been given to insuring a valuable learning experience for all of the students in the class during the course. The course begins with basic role-playing exercises and gradually increases in difficulty until the teacher is using role playing to help alleviate some of the actual problems in her classroom.



ANTICIPATED AVAILABILITY

Summer 1974

AVAILABLE INFORMATION

Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Minicourse 22: Teaching Reading Comprehension

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Beatrice Ward

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Teachers in elementary, junior high, and senior high schools who conduct instruction in reading

PRODUCT EVALUATION

The modules have been tested in the preliminary version. Teacher response has been positive. The teachers in these tests have demonstrated behavior changes in the directions indicated in the modules.

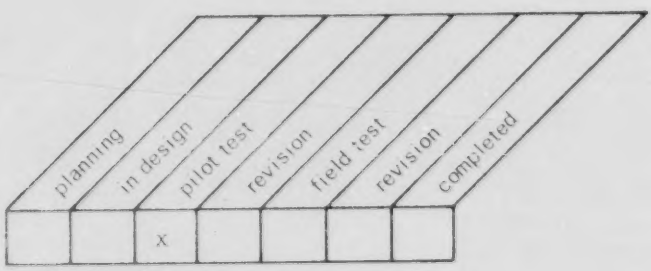
PRODUCT ABSTRACT

Minicourse 22 is a multimedia, self-instructional, performance-based package of individually selective teacher-education modules on reading comprehension. The course applies research data and authoritative opinion on reading comprehension into teaching behaviors to be demonstrated, practiced, and self-evaluated.

Reading comprehension is defined broadly: "....all parts of the reading act that go beyond mere pronunciation of words. It is the grouping of the literal meaning of written materials, and the mental processing of that meaning, including the ability to analyze, synthesize, make inferences, intuit, compare, draw from personal experiences, evaluate, interpret, draw conclusions, appreciate, and apply."

Five modules comprise the course:

1. Building Awareness that Printed Words Have Meaning
2. Building Meanings for Linguistic Units (Words-Sentences-Paragraphs)
3. Analyzing Organization of Written Materials
4. Framing Questions that Extend Reading Comprehension
5. Applying Flexible Approaches According to Reading Purpose



ANTICIPATED AVAILABILITY

Development stopped. Product shelved due to lack of funding (available for experimental testing only).

AVAILABLE INFORMATION

PRODUCT NAME

Discussing Controversial Issues

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Meredith D. Gall

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Junior high and high school teachers and students

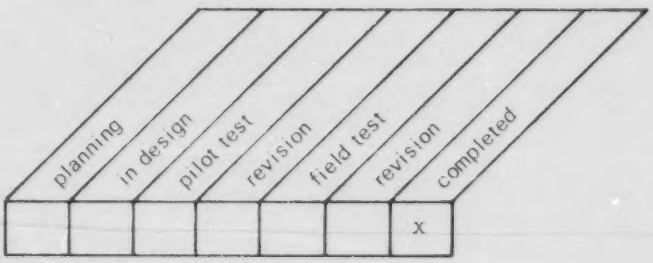
PRODUCT EVALUATION

One evaluation study involving 60 teachers and about 1,500 students revealed that with a few exceptions, comparison of pre- and posttraining tapes of class discussions showed favorable gains for most of the skills taught in the course.

PRODUCT ABSTRACT

Educators generally agree that high school students should receive training in how to deal with controversial issues effectively. Discussing Controversial Issues is intended to meet this need; its unique feature is that it uses the same materials to train both teachers and students in specific discussion techniques. In Lesson 1 the teacher learns to take the role of discussion moderator and to promote the dialog between students. The objective of the second lesson is to promote discussion continuity and careful listening. The objective of Lesson 3 is to increase students' skill in probing for evidence and understanding others' position on an issue. In the final lesson, teachers and students learn how to take stock of what happened in the discussion.

The program lasts about four weeks and consists of four instructional films, a student handbook, teacher handbook, and coordinator handbook. In each lesson, the teacher and students acquire several discussion skills by studying course materials, then selecting a controversial issue and conducting two discussions in which they practice the skills. Feedback is obtained using self-evaluation forms and video or audio recordings.



ANTICIPATED AVAILABILITY

January 1974

AVAILABLE INFORMATION

Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Interaction Analysis

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Ned Flanders,
Rachel Ann Elder

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Inservice and preservice teachers (grades 1-12) in all subjects

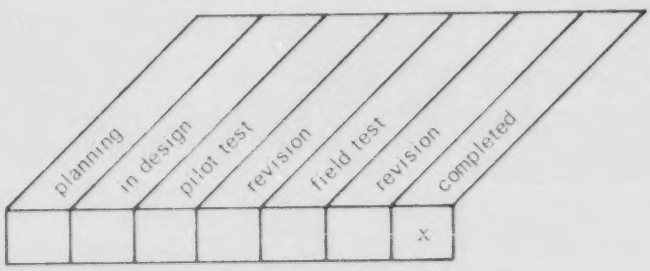
PRODUCT EVALUATION

The course is being tested in both preservice and inservice education, in elementary and secondary schools, and in inner-city and suburban schools. Preliminary data indicate that teachers learn to code verbal interaction, are able to analyze this interaction, and are able to plan for changing their interaction. This becomes a tool that teachers may use for continual professional self-development.

PRODUCT ABSTRACT

The purpose of Interaction Analysis is to help teachers use Flanders' Interaction Analysis Categories (FIAC), a method for coding the verbal interchange between students and teacher, to code, analyze, and modify their own teaching behavior. Ways of using certain categories of behavmore effectively also are suggested. The course has five lessons, each consisting of a handbook chapter, including self-check exercises, and audiotaped segments of classroom interaction that teachers code. The first lesson focuses on learning the categories and using timelines to record the interaction so that it can be analyzed. The next three lessons deal with specific verbal interactions that teachers can practice in audiotaped microteaching: using teacher initiation and teacher response patterns based on selection of broad or narrow questioning strategies, providing "because extensions" for praise and criticism, and accepting and using student ideas and feelings. The last lesson is on using the Flanders' Interaction Analysis Categories as a tool for self-directed inquiry into the effects of teaching behavior on student behavior.

A Coordinator's Handbook and orientation materials also have been developed.



ANTICIPATED AVAILABILITY

Spring 1974

AVAILABLE INFORMATION

Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Tutoring in Reading

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Beatrice Ward

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Volunteer tutors, paraprofessional aides, student teachers, parents, and students--anyone who is tutoring in reading

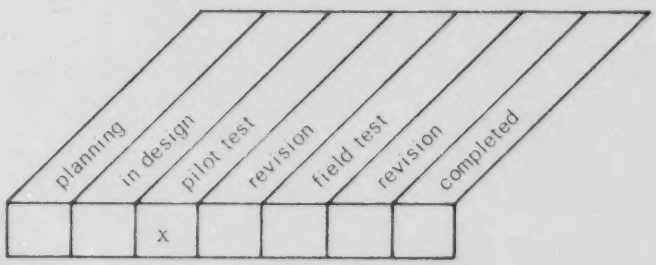
PRODUCT EVALUATION

Work on the course has been completed through a feasibility test. We found that teachers, parents, and students were able to use the materials. Behavioral changes have not been measured as yet.

PRODUCT ABSTRACT

Because of increased awareness of the failure of schools to teach reading skills adequately, many innovations have been tried; tutoring on a one-to-one basis has been one of the most successful approaches. Children tutoring other children, volunteer tutors, parents, and teacher aides are potential resources. These tutors need some easily learned, effective, and basic tutoring skills that can be used in a variety of situations.

The course consists of five lessons, each presented in audiovisual form and in an illustrated handbook that includes self-check and self-evaluation exercises. The first lesson gives an overview of the learning-to-read process and how a tutor might be helpful. The second lesson presents a basic tutoring strategy. The next lessons focus on reading words for meaning.



ANTICIPATED AVAILABILITY

Development stopped. Product shelved due to lack of funding (available on experimental basis only).

AVAILABLE INFORMATION

PRODUCT NAME

Content Analysis of Textbooks for Black Students, Grades 1-3

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Henry Banks

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Teachers and curriculum personnel for elementary grades

PRODUCT EVALUATION

The results of the main and operational field tests indicate that teachers' awareness of the need to analyze textbooks increased significantly as a result of participation in the course. Their ability to perform a correct analysis improved significantly and their general reaction to the course was favorable. A report of the main and operational field tests is available.

PRODUCT ABSTRACT

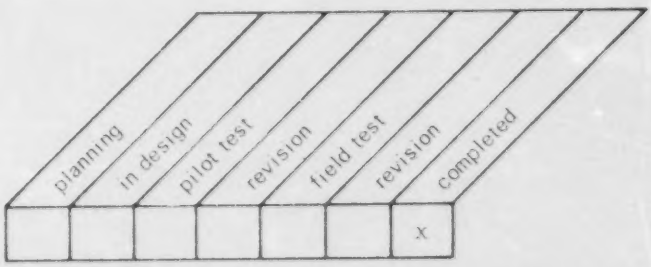
Content Analysis is a self-contained, self-instructional, performance-based course for teacher education. The course has three major components: 1) a five-minute audio-visual outline of rationale, content, and role of the teacher in the course; 2) a bibliography (printed on index cards) annotating approximately 100 reference materials including books, posters, and other materials for use with the students; 3) a coordinator handbook that includes instructions for administering the course; and 4) a teacher handbook containing four lessons, each covering specific techniques for analyzing textbooks. The content of the four lessons is as follows:

Lesson 1: Teachers learn how to determine whether or not there is an adequate representation of the black community in textbook illustrations.

Lesson 2: Teachers learn to distinguish between realistic representation and stereotyped representation of black people in terms of social roles.

Lesson 3: Teachers learn to assess whether or not the black experience is reflected in textbooks.

Lesson 4: Teachers learn to use supplemental materials in the classroom to offset biases found in currently used textbooks.



ANTICIPATED AVAILABILITY

June 1974

AVAILABLE INFORMATION

Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Classroom Management Through Positive Reinforcement

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

John T. Cockrell

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

Teachers in grades 1-8

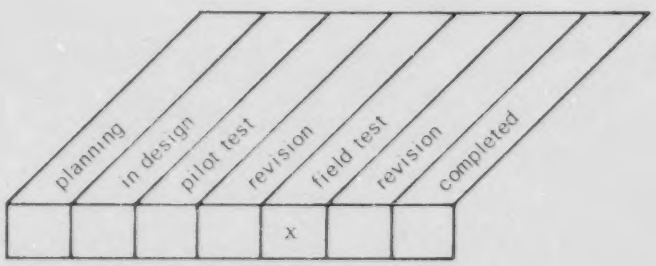
PRODUCT EVALUATION

A feasibility field test with 20 teachers testing each lesson as a unit was conducted in the fall of 1972. The test indicated a great need for training in positive reinforcement skills. Teachers could carry out most of the skill-practice exercises. On a rating basis many of the teachers made gains in positive reinforcement skills and most of the teachers had favorable opinions of the lessons. Suggestions for revisions were incorporated into the Preliminary Field Test Version.

PRODUCT ABSTRACT

This inservice course is designed to help the teacher acquire skills in the area of classroom management. It is based on the principles of contingency management, behavior modification, and positive reinforcement. The course consists of instructional videotapes showing model teachers demonstrating the skills, and a teacher handbook that specifically describes each activity and skill and the sequence of steps required to complete each lesson. The instructional sequences cover three reinforcement skills important to teachers. Lesson One covers the use of teacher attention as reinforcement. Lesson Two covers the use of classroom privileges as reinforcement. Lesson Three discusses making the classroom environment a reinforcing place. In general all of the lessons concentrate on training the teacher in the skill of "attending to achieving behavior."

Included in the course is a principal module. It contains information about the teacher's course and specific steps the principal can take to reinforce the teachers and help them acquire the skills. The principal module also contains one lesson on reinforcing skills for principals to use directly with students.



ANTICIPATED AVAILABILITY

Development stopped. Product shelved due to lack of funding (available for do-it-yourself field testing).

AVAILABLE INFORMATION

PRODUCT NAME

Performance Tests of Teaching

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

David C. Berliner

PROGRAM, PRODUCT LINKS

Program: 65

TARGET AUDIENCE

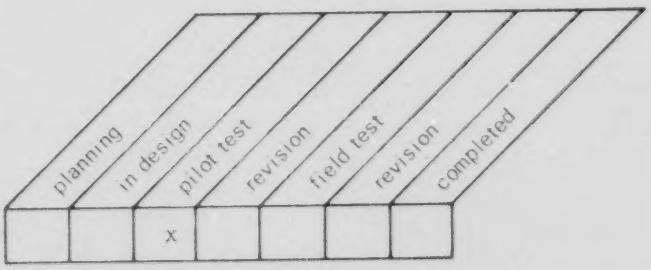
Inservice and preservice teachers

PRODUCT EVALUATION

Initial reliability checks conducted to determine if teacher behavior is stable over teaching sessions.

PRODUCT ABSTRACT

Three performance tests of teaching have been developed. They deal with initial reading skills, elementary, and secondary social studies or related areas. All use micro-teaching situations with prespecified objectives for the teacher. The teaching performance is video- or audiotaped and rated for between 15-45 behaviors. When behaviors are rated as too low or too high, prescriptions for remediation are provided. In this way training sequences are guided by actual performance, with the chance to individualize training for teacher trainees.



ANTICIPATED AVAILABILITY

Summer 1974

AVAILABLE INFORMATION

Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

PRODUCT NAME

Inquiry Role Approach (IRA)

INSTITUTION

Mid-continent Regional
Educational Laboratory

PRINCIPAL INVESTIGATOR

Richard Bingman
Paul Koutnik

PROGRAM, PRODUCT LINKS

Program: 70

Product: 502

TARGET AUDIENCE

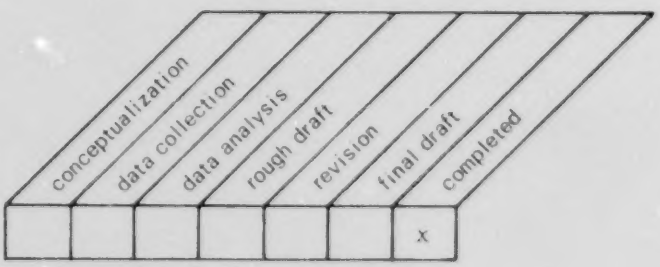
High school biology students; teachers and supervisors; counseling and other school student services; classes in other subject matter areas

PRODUCT EVALUATION

Field test evaluation has shown the project to be operable and to have its intended effects on student inquiry skill acquisition.

PRODUCT ABSTRACT

Teachers are trained by their supervisor to move students from a dependent to relatively independent status as inquirers in the biology classroom. Students are assisted in their growth by a gradually established structure of small-group role-instruction in laboratory and nonlaboratory settings. Students move toward criterion exhibition of a variety of cognitive and affective inquiry skills as individuals and as social groups. The project attempts to make the classroom into a staging ground for biological science. A methodology has been established to foster the development of specific inquiry skills. An assumption is that scientific inquiry is social as well as individual in nature. When available from the publisher, the product will consist of teacher and student training materials and daily-use instructional and evaluation materials needed to install IRA in the high school biology classroom. This will include preservice and inservice workshop training and evaluation materials as well as all software used in training students to the project criteria. Curriculum-related material is referenced to "BIOLOGY," a high school textbook published by Silver Burdett Publishing Co.



ANTICIPATED AVAILABILITY

Fall 1974. McREL plans to offer assistance to selected institutions to develop training programs to assist in the inservice training of IRA-using teachers. Silver Burdett Publish-Co. will produce student and teacher materials.

AVAILABLE INFORMATION

Inquiry Skills Program
Mid-continent Regional Educational Laboratory
104 East Independence Avenue
Kansas City, Mo. 64106

PRODUCT NAME

Instructional Staff Development

INSTITUTION

Mid-continent Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Alan Seagren
Paul Koutnik

PROGRAM, PRODUCT LINKS

Program: 70

Product: 501

TARGET AUDIENCE

High school biology teachers and supervisors; junior and senior high school social studies teachers and supervisors. The product can be generalized to a wider audience depending on local needs and resources.

PRODUCT EVALUATION

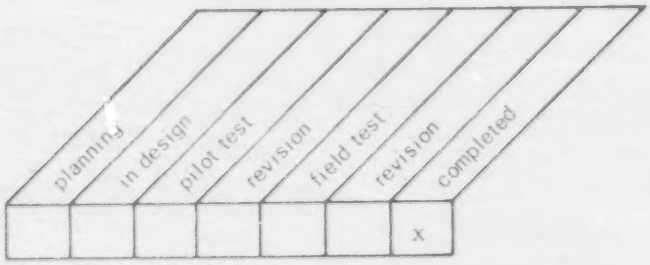
Each component or phase of training has been evaluated on criteria specific to it and revised accordingly. Final field testing indicated that the entire product had its intended effect on teachers in the test population.

PRODUCT ABSTRACT

Teachers, trained by their supervisor, go through a series of phases or components to understand the meaning of inquiry instruction; to use verbal interaction analysis as a tool to help them become more inquiry-oriented in their instruction; to plan inquiry instruction with behavioral outcomes; to structure their classes for largely self-instructed, small-group learning; and to interact with students in ways hypothesized to be developmental of certain affective inquiry skills.

The project moves teachers toward successively more student-directed verbal models of classroom inquiry-interaction through the steps of sensitization, instruction, practice, and implementation repeated with each component of training.

The product consists of all training manuals, video materials, and assessment instruments needed to conduct and evaluate supervisor and teacher training throughout all phases of instruction.



ANTICIPATED AVAILABILITY

Awaiting commercial publication. In the interim McREL plans to make the product available as part of a strategy to develop ISD training capability in several sites.

AVAILABLE INFORMATION

Mid-continent Regional Educational Laboratory
104 East Independence Avenue
Kansas City, Mo. 64106

PRODUCT NAME

Preparing Education Training Consultants (PETC)

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Charles Jung

PROGRAM, PRODUCT LINKS

Program: 74

Products: 314, 315, 316, 317, 318, 319, 320, 504, 505, 506

TARGET AUDIENCE

Selected educators

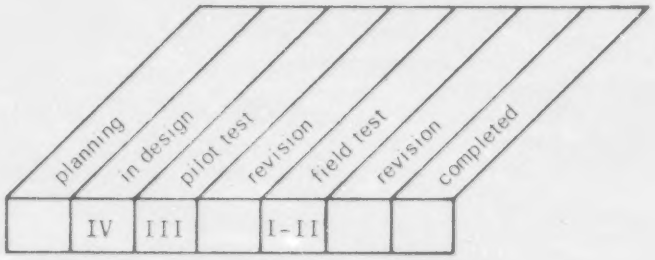
PRODUCT EVALUATION

Evaluation underway.

PRODUCT ABSTRACT

PETC is a sequence of four low-cost, mass-diffusable, competency-based instructional systems. Educators learn processes for improving the organizational functioning of schools so that teachers' improvement efforts will be successful. These training consultants can help a staff make structural and normative changes in its organization to ensure quality implementation and maintenance of innovations. Without this support, innovations usually are rejected or isolated within limited parts of the organization.

PETC I--Skill Training (5 days) provides training in diagnosis of the client group, selection, and adaptation of exercises.
PETC II--Consultation (9 days) provides skills and techniques to work with a client system in a temporary relationship.
PETC III--Organizational Development (five 2-day sessions) includes conducting a real organizational development project over several months.
PETC IV--Organizational Self-Renewal (five 2-day sessions) includes conducting a real organizational self-renewal project over several months.



ANTICIPATED AVAILABILITY

I and II: 1974
III: 1974
IV: 1976

AVAILABLE INFORMATION

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Ore. 97204

PRODUCT NAME

Relevant Explorations in Active Learning (REAL)

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Charles Jung

PROGRAM, PRODUCT LINKS

Program: 74

Products: 314, 315, 316, 317, 318, 319, 320, 503, 505, 506

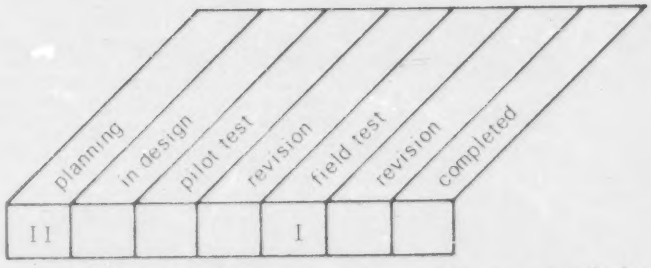
TARGET AUDIENCE

Secondary students and teachers

PRODUCT EVALUATION

PRODUCT ABSTRACT

REAL is a set of 50 pairs of minipackages. Each pair focuses on a basic issue experienced by all learners such as "Letting Yourself Be Helped" or "Checking for Understanding." One version of each pair has a format and illustrations appropriate to youth and the other is appropriate to adults. A minipackage contains an audio recording and two brief booklets.



I - 1st 8 minipackages; II - additional minipackages

ANTICIPATED AVAILABILITY

All minipackages completed by 1975

AVAILABLE INFORMATION

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Ore. 97204

PRODUCT NAME

Interpersonal Influence

INSTITUTION

Northwest Regional
Educational Laboratory

PRINCIPAL INVESTIGATOR

Charles Jung

PROGRAM, PRODUCT LINKS

Program: 74

Products: 314, 315, 316, 317, 318, 319, 320, 503, 504, 506

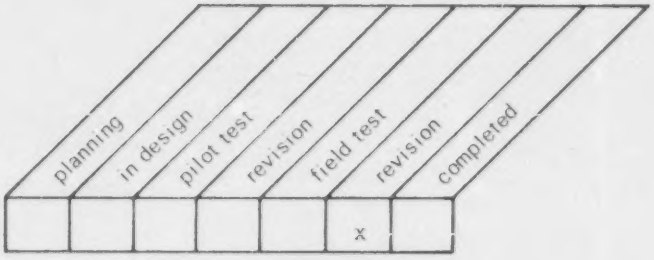
TARGET AUDIENCE

Teachers of all subject areas and grade levels

PRODUCT EVALUATION

PRODUCT ABSTRACT

The low-cost, mass-diffusable, competency-based instructional system includes all materials and procedures for using them to conduct 30 hours of instruction. Organized into 20 instructional sequences or units, it is conducted as an inservice workshop or preservice course. Teachers who complete the training program increase their knowledge about influence and practice specific skills. They also learn to identify behaviors of their own individual styles of influencing. They develop specific capabilities such as: 1) clarifying intention and effect of perceived influence behaviors; 2) using praise to influence; 3) using criticism to influence; 4) sharing leadership, etc.



ANTICIPATED AVAILABILITY

1974

AVAILABLE INFORMATION

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Ore. 97204

PRODUCT NAME

Teaching Responsively for Individualized Meaning (TRIM)

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Charles Jung

PROGRAM, PRODUCT LINKS

Program: 74

Products: 314, 315, 316, 317, 318, 319, 320, 503, 504, 505

TARGET AUDIENCE

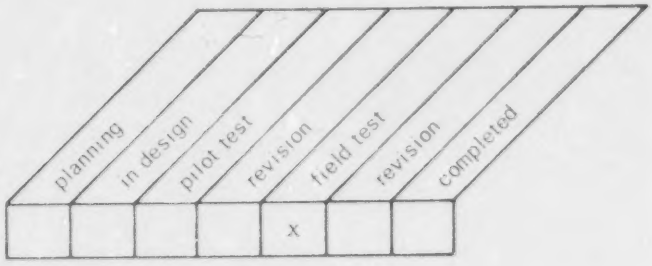
Teachers of all subject areas and grade levels

PRODUCT EVALUATION

Evaluation underway.

PRODUCT ABSTRACT

The low-cost, mass-diffusable, competency-based instructional system includes all training materials and procedures for using them. Teams and small groups go through the training together in their home setting. Teachers who complete the training program develop an understanding of classroom leadership functions and learn to use a number of related verbal behaviors. These leadership functions are: 1) supports the learning of group members; 2) fosters open, clear communication between group members; 3) supports the use of personal language statements by individual group members; 4) insures that a variety of thought actions are being taken by group members on the event, object, or phenomenon being studied; 5) asks for conceptualizations, interpretations of data, and applications of knowledge; 6) insures that knowledge-producing processes are explicitly available to all members of the group; 7) insures that personal interventions are sequenced to facilitate thought development; and 8) insures that leadership functions are distributed among all group members so all may become active in the knowledge-derivation process.



ANTICIPATED AVAILABILITY

1974

AVAILABLE INFORMATION

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Ore. 97204

PRODUCT NAME

Teacher Retraining Strategy/
Rural Futures Development

INSTITUTION

Northwest Regional
Educational Laboratory

PRINCIPAL INVESTIGATOR

Rowan Stutz

PROGRAM, PRODUCT LINKS

Program: 76

Products: 212, 380, 381, 382, 383, 403

TARGET AUDIENCE

Rural communities

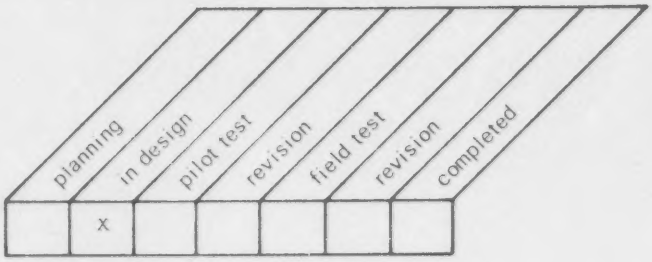
PRODUCT EVALUATION

PRODUCT ABSTRACT

Materials that give teachers the opportunity to acquire the competencies needed to implement the RFD curriculum model and other models based on compatible curriculum philosophies will be developed. These competencies will emphasize the teacher's ability to play a nurturing, supporting, and guiding role in students' lives.

The following products are being developed:

1. A description of the theoretical models on which the RFD teacher retraining strategy is based
2. A set of teacher training materials related to use of the RFD curriculum model
3. A guide to setting up and operating a delivery system for inservice teacher development
4. A learning environment management guide



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

Selecting, Specifying, and Developing Computer Instructional Materials

INSTITUTION

Northwest Regional Educational Laboratory

PRINCIPAL INVESTIGATOR

Duane Richardson

PROGRAM, PRODUCT LINKS

Program: 77

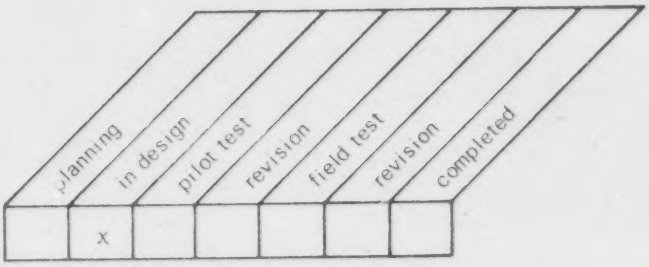
TARGET AUDIENCE

Teachers

PRODUCT EVALUATION

PRODUCT ABSTRACT

The course is being designed to provide teachers with skills to evaluate and specify curricular uses of the computer that make use of its problem-solving capabilities.



ANTICIPATED AVAILABILITY

AVAILABLE INFORMATION

PRODUCT NAME

Evaluation of Teaching: Conceptual Framework

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PRINCIPAL INVESTIGATOR

Gary D. Borich

PROGRAM, PRODUCT LINKS

Program: 90

Products: 510, 511, 512

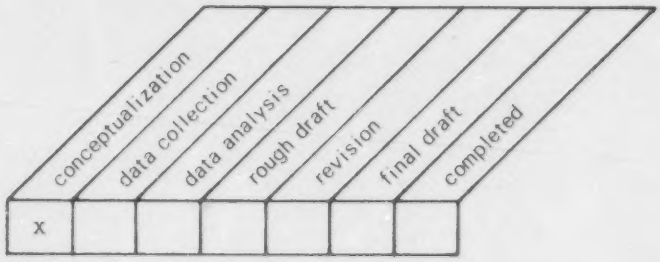
TARGET AUDIENCE

Teacher educators

PRODUCT EVALUATION

PRODUCT ABSTRACT

This monograph will describe the conceptual framework of the Center's Evaluation of Teaching Program. It will outline the teaching behaviors selected as the basis for the evaluation system as well as the research-based rationale for their inclusion in the system.



ANTICIPATED AVAILABILITY

August 1974

AVAILABLE INFORMATION

Research and Development Center for Teacher Education
University of Texas, Education Annex 3.203
Austin, Texas 78712

510

PRODUCT NAME

Evaluation of Teaching:
Handbook of Instruments

INSTITUTION

Research and Development
Center for Teacher Education,
University of Texas

PRINCIPAL INVESTIGATOR

Gary D. Borich

PROGRAM, PRODUCT LINKS

Program: 90

Products: 509, 511, 512

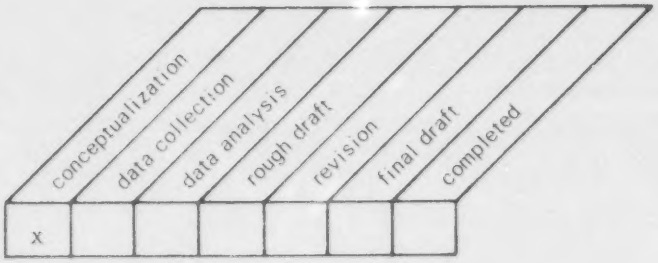
TARGET AUDIENCE

Teacher educators

PRODUCT EVALUATION

PRODUCT ABSTRACT

This handbook of evaluation instruments will be keyed to behaviors selected for empirical validation in the Center's Evaluation of Teaching program. Pages of the handbook will be detachable so that field test institutions can select and use instruments most relevant to their context and training objectives.



ANTICIPATED AVAILABILITY

August 1974

AVAILABLE INFORMATION

Research and Development Center for Teacher Education
University of Texas, Education Annex 3.203
Austin, Texas 78712

PRODUCT NAME

Evaluation of Teaching:
Revised Conceptual Framework
and Instrumentation Manual

INSTITUTION

Research and Development
Center for Teacher Education,
University of Texas

PRINCIPAL INVESTIGATOR

Gary D. Borich

PROGRAM, PRODUCT LINKS

Program: 90

Products: 509, 510, 512

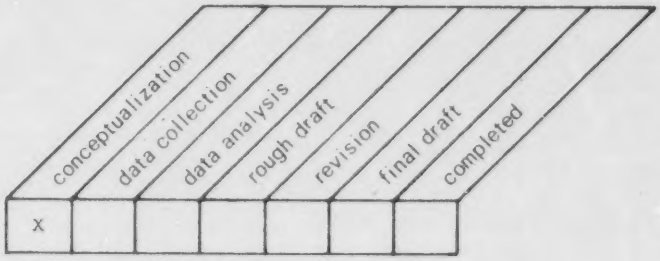
TARGET AUDIENCE

Teacher educators

PRODUCT EVALUATION

PRODUCT ABSTRACT

This monograph will describe the conceptual framework and instruments of the Center's Evaluation of Teaching program after their revision on the basis of empirical validation studies.



ANTICIPATED AVAILABILITY

August 1976

AVAILABLE INFORMATION

512

PRODUCT NAME

Evaluation of Teaching:
Final Report

INSTITUTION

Research and Development
Center for Teacher Education,
University of Texas

PRINCIPAL INVESTIGATOR

Gary D. Borich

PROGRAM, PRODUCT LINKS

Program: 90

Products: 509, 510, 511

TARGET AUDIENCE

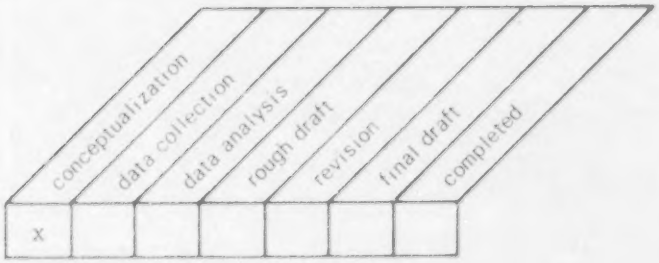
Teacher educators

PRODUCT EVALUATION

PRODUCT ABSTRACT

This will be the final report of the Center's Evaluation of Teaching program. It will include:

1. A diagnostic feedback system, including an IBM, CDC Fortran package.
2. Final revision of the program's instrument handbook.
3. A field manual for the program's conceptual framework, including system behaviors, research-rationale, and empirical validation results for each instrument.



ANTICIPATED AVAILABILITY

August 1976

AVAILABLE INFORMATION

PRODUCT NAME

The "Trouble-Shooting" Checklist: A Manual To Aid Educational Change Agents in the Prediction of Organizational Change Potential

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PRINCIPAL INVESTIGATOR

Brad A. Manning

PROGRAM, PRODUCT LINKS

Program: 92

Products: 328, 329, 514, 515

TARGET AUDIENCE

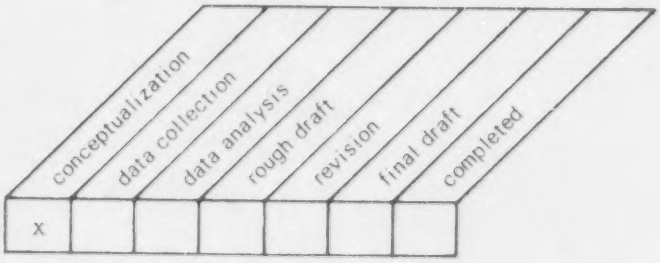
Educational change agents

PRODUCT EVALUATION

Validation of the instrument presented in this manual is one object of the current focus of the Texas Center's Concerns-based Adoption Model.

PRODUCT ABSTRACT

This prototype manual includes a selective review and conceptualization of the adoption and diffusion literature as it relates to predicting institutional change. This review and conceptualization leads directly into the development of two "trouble-shooting" checklists. The checklists are empirically developed, descriptive instruments based on the responses of six educational change agents. They are designed to enable an agent to predict a given institution's chances of success in adopting innovations. One checklist focuses on module-adopting institutions, and the other on institutions that have adopted an assessment battery combined with a personal counseling orientation. The checklist presents a set of five information areas for these two types of innovations and identifies for each the ideal situation for successful adoption and installation of innovations, the marginally acceptable, and the unacceptable situation. The checklists are followed by guidelines for the change agents and predictions of event sequences for each of the ideal, marginal, and unacceptable score ranges.



ANTICIPATED AVAILABILITY

June 1975

AVAILABLE INFORMATION

Information on the prototype available from Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin, Tex. 78712.

PRODUCT NAME

Stages of Concern Assessment System

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PRINCIPAL INVESTIGATOR

Gene E. Hall

PROGRAM, PRODUCT LINKS

Program: 92

Products: 328, 329, 513, 515

TARGET AUDIENCE

Educational change agents

PRODUCT EVALUATION

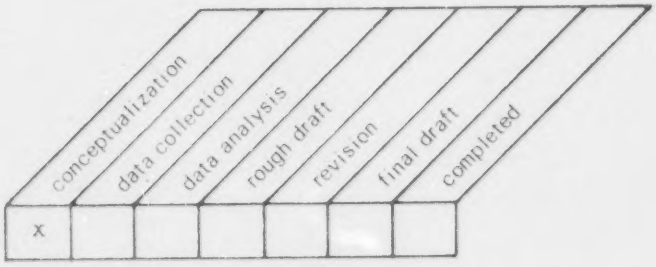
Validation of this product is a major focus of the Texas Center's Concerns-based Adoption Model Program.

PRODUCT ABSTRACT

One focus of the Center's Concerns-based Adoption Model Program is validation of a hierarchical sequence of user's concerns about the adoption of an innovation. Stages of Concern about innovation adoption successively are identified as unaware, aware, exploration, early trial, limited impact, maximum impact, and renewal.

The Concerns-based Adoption Model posits that these concerns occur sequentially in innovation adopters and that change agent interventions directed at resolving current concerns and arousing the next concerns in the sequence will facilitate the adoption process.

To successfully test the utility of Stages of Concern, instruments that reliably measure adopter concerns must be devised and validated. Development and validation of such instrumentation is the first step of the present program focus, with the product outcomes being a published set of measurement techniques with validity data.



ANTICIPATED AVAILABILITY

Protoypes will be available in August 1974, with validity studies to continue until August 1976, when final versions will be published.

AVAILABLE INFORMATION

Research and Development Center for Teacher Education
Education Annex 3.203
The University of Texas at Austin
Austin, Tex. 78712

PRODUCT NAME

Levels of Use Assessment System

INSTITUTION

Research and Development Center for Teacher Education, University of Texas

PRINCIPAL INVESTIGATOR

Gene E. Hall

PROGRAM, PRODUCT LINKS

Program: 92

Products: 328, 329, 513, 514

TARGET AUDIENCE

Educational change agents

PRODUCT EVALUATION

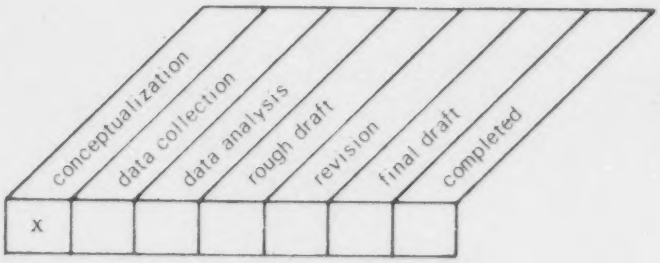
Validation of this product is a major focus of the Center's Concerns-based Adoption Model Program.

PRODUCT ABSTRACT

One focus of the Texas Center's Concerns-based Adoption Model Program is validation of a hierarchical sequence of user's demonstrated Levels of Use of newly adopted innovations. These Levels of Use successively are identified as non-use, orientation, initial training, mechanical, independent, integrated, and renewing.

The Concerns-based Adoption Model posits that these use levels occur sequentially in innovation adopters and that change agents can plot the progress and success of intervention strategies by observing adopters' progress through the sequence.

To successfully test the utility of Levels of Use, instruments that reliably measure adopter use of the innovation must be devised and validated. Development and validation of such techniques is the first step of the present program focus, with the product outcomes being a published set of measurement techniques with validity data.



ANTICIPATED AVAILABILITY

Prototypes will be available in August 1974, with validity studies to continue until August 1976, when final versions will be published.

AVAILABLE INFORMATION

Research and Development Center for Teacher Education
Education Annex 3.203
The University of Texas at Austin
Austin, Tex. 78712

PRODUCT NAME

Research Reports from Program on Teaching Effectiveness

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

N. L. Gage

PROGRAM, PRODUCT LINKS

Program: 102

Products: 341, 342, 343, 344, 345, 346, 517

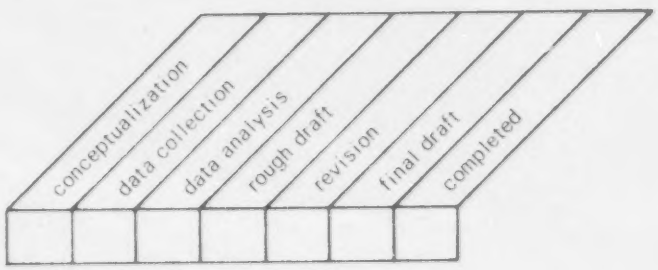
TARGET AUDIENCE

Teachers; teacher educators; educational researchers

PRODUCT EVALUATION

PRODUCT ABSTRACT

Reports on research and experimental studies conducted in the process of developing the Systematic Teacher Training Model will appear at intervals during 1974 and 1975.



ANTICIPATED AVAILABILITY

1974-1975

AVAILABLE INFORMATION

Stanford Center for Research and Development
in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Systematic Teacher Training Model

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

N. L. Gage

PROGRAM, PRODUCT LINKS

Program: 102

Products: 342, 343, 344, 345, 346, 516

TARGET AUDIENCE

Teachers; teacher educators; educational researchers; administrators

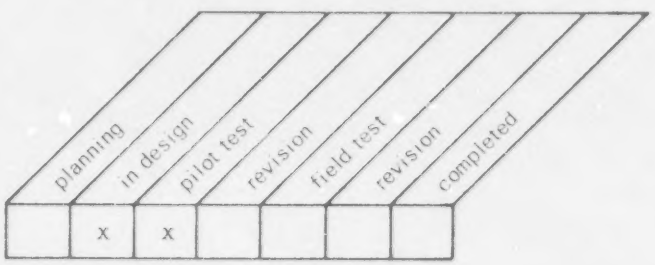
PRODUCT EVALUATION

PRODUCT ABSTRACT

The Systematic Teacher Training Model is intended to identify or develop procedures and products that will improve teacher effectiveness in performing tasks required to enhance student achievement of cognitive and social-emotional objectives. The model will contain programmed, nonprogrammed, and practice elements, with provision for initial placement of trainees at the proper stage of the program, assessment of their progress, and assessment of the model as a whole.

Developing the model entails:
--The collation, analysis, and evaluation of teacher training products developed outside SCRDT
--Development and evaluation of additional teacher training products as needed in three domains of teacher behavior: a) cognitive, b) social-emotional, and c) organizational ("pre-active")
--Integration of teacher training products in the three domains.

The product will consist primarily of a description and evaluation of the Model, with emphasis on successful techniques and products and an identification of the sources from which they may be secured. One master set of the STTM materials will be assembled at SCRDT; arrangements for securing SCRDT-developed materials will be be worked out as appropriate.



ANTICIPATED AVAILABILITY

November 1975

AVAILABLE INFORMATION

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Report on Student Motivation and Engagement in Classroom Settings

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

R. D. Hess

PROGRAM, PRODUCT LINKS

Program: 103

Products: 347, 519

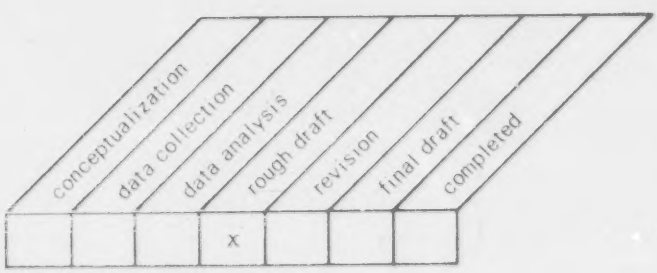
TARGET AUDIENCE

Teachers; teacher educators; educational researchers

PRODUCT EVALUATION

PRODUCT ABSTRACT

This is the final report on factors associated with student motivation (engagement) in classroom settings. These include teacher strategies; contextual variables (size of instructional group, subject matter, change in school architecture, self-contained versus open-space classrooms); and pupil characteristics (age, grade, sex, ethnicity).



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Report on Engaging Features of CAI Situations

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

R. D. Hess

PROGRAM, PRODUCT LINKS

Program: 103

Products: 347, 518

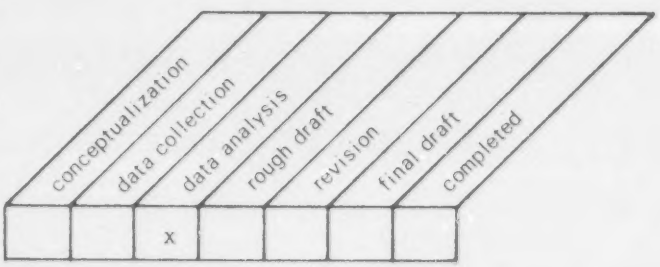
TARGET AUDIENCE

Teachers; teacher educators; educational researchers

PRODUCT EVALUATION

PRODUCT ABSTRACT

This is the final report on research using computer-assisted instruction to study how student engagement is affected by giving children control over the difficulty levels of their arithmetic problems; to identify subgroups of children in terms of whether they make choices of problem difficulty levels that improve or interfere with their learning of CAI arithmetic problems; and to determine how children's sense of efficacy, as indicated by locus of control scores, is related to their engagement levels and the patterns of choices that they make.



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Bilingual Education Test and Manual

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

R. L. Politzer

PROGRAM, PRODUCT LINKS

Program: 104

Products: 348, 349, 521

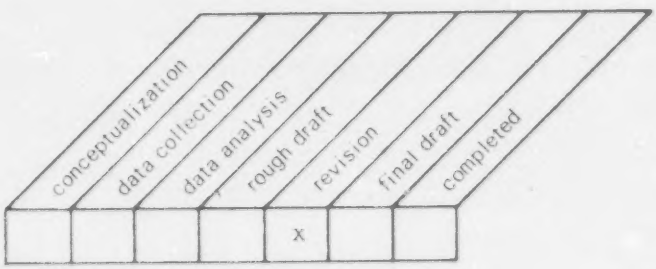
TARGET AUDIENCE

Teachers; teacher educators; administrators; linguists

PRODUCT EVALUATION

PRODUCT ABSTRACT

This test, with administrator's manual, will be designed to measure students' ability in using English and Spanish. The latter portion will be used to measure the impact of bilingual education and to identify other independent variables that account for proficiency in either or both languages. The test also will serve the purpose of eliciting more positive attitudes from teachers toward bilingual children speaking nonstandard varieties of either Spanish or English.



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

PRODUCT NAME

Test and Manual for Standard and Nonstandard Black English

INSTITUTION

Stanford Center for Research and Development in Teaching, Stanford University

PRINCIPAL INVESTIGATOR

R. L. Politzer

PROGRAM, PRODUCT LINKS

Program: 104

Products: 348, 349, 520

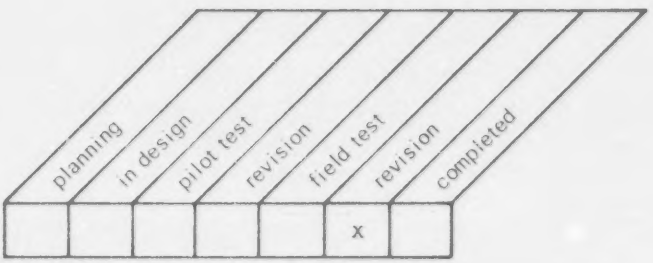
TARGET AUDIENCE

Teachers; teacher educators; administrators; linguists

PRODUCT EVALUATION

PRODUCT ABSTRACT

These tests, with administrator's manual, will be designed to measure students' ability in using standard and nonstandard black English to identify instructional and other variables which influence and/or correlate with either or both of these abilities, and to elicit more positive attitudes from teachers toward nonstandard-speaking children.



ANTICIPATED AVAILABILITY

November 1974

AVAILABLE INFORMATION

Stanford Center for Research and Development
in Teaching
School of Education
Stanford University
Stanford, Calif. 94305

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

Conceptualization of Psychosocial Maturity 120
Preliminary Psychosocial Maturity Scale (PSM) 121
Developing Open Education in America: A Review of Theory and Practice in the Public Schools 127
REACT for Administrators 132
Research Reports on Evaluation of Teachers 138
Research Report on Differentiated Staffing 139
Research Reports from Stanford Project on Academic Governance 140

Volume 2 Anticipated Products

Study of Alternative Grading Procedures 365
Psychosocial Maturity Scale 369
System for Objectives-Based Assessment--Reading 372
CSE Evaluation Workshops 373
The Educational Information Consultant (EIC): Skills in Disseminating Educational Information 374
Effective Teacher Supervision 375
Evaluation Training and Resource Unit (Formative Evaluation) 376
Planning Instructional Program Training Packages: Designing Instructional Programs 377
Planning Instructional Program Training Packages: Program Implementation Planning Unit 378
Instructional Management Resource Catalog 379
Using the Computer in Data Management/Decision Making 385
Research Reports from General and Intensive Surveys 392
Research and Summary Reports of Stanford Project on Academic Governance 394
Guidelines for Organizing Schools for Effective Instruction 395
Manual for Teacher Evaluation 396

EARLY CHILDHOOD EDUCATION

Volume 1 Available Products

Responsive Education Program: Preschool and Primary Grades 149
Beyond "Compensatory Education": A New Approach to Educating Children 151
Coordinated Helps in Language Development (CHILD) 153
Improving Motor-Perceptual Skills (IMPS) 154
Bilingual Kindergarten 155
Prereading Skills Program 156

Volume 2 Anticipated Products

Flexible Learning System for Adults in Early Childhood Education 401
Bilingual Early Childhood Program (Levels I, II, III) 404
Education of the Handicapped Child in a Regular Bilingual Classroom 405

ELEMENTARY EDUCATION

Volume 1 Available Products

Aesthetics and the Arts Elements 157
Aesthetics and the Creative Process 158
Language and Thinking, Level A 159
Cambridge Conference on School Mathematics Reports 169
Bilingual Oral Language and Reading, Grades 1 and 2 185
Bilingual Continuous Progress Mathematics 186
Social Education, Grade 1 187
Social Education, Grade 2 188
Social Education, Grade 3 189
Health Education, Grade 1 191
Health Education, Grade 2 192
Health Education, Grade 3 193
Concepts and Language 194
Individually Guided Motivation 199

Volume 2 Anticipated Products

Aesthetics in the Physical World 406
Aesthetics and the Arts Elements 407
Aesthetics and the Creative Process 408
Aesthetics and the Arts Elements 409
Aesthetics and the Culture 410
Aesthetics and the Environment 411
Language and Thinking, Level B 412
Elementary School Program, K-6 413
Learning Through Language 431
Cultural Relevancy, Grade 3 432
Classroom Strategies 433
Thinking and Reasoning 437
Exploring Number Concepts 438
Children's Folklore 439

SECONDARY EDUCATION

Volume 1 Available Products

Elements of Mathematics, Books 0, 1, 2 202

Volume 2 Anticipated Products

Elements of Mathematics, Books 3-12, A, B, C 443
Multiunit Secondary School 450

CAREER EDUCATION

Volume 1 Available Products

Teacher Education Curriculum Development Resources for Vocational and Technical Education 231
Personnel Development Resources in Vocational and Technical Education 232

Volume 2 Anticipated Products

The Glen Oaks Simulation 463
Training System for Career Education Counselors in Adult Education 471

HIGHER EDUCATION

Volume 1 Available Products

Educational Development Officer: Training Series 270
Writing Higher Level Objectives: Cognitive Domain 282
Instructional Improvement Training Series and Workshop Trainer's Manual 283

Volume 2 Anticipated Products

Manpower Counselor Training System 479

BASIC RESEARCH

Volume 2 Anticipated Products

A Guide to Educational Resources 524

Basic Research

PRODUCT NAME

Research on Criterion-Referenced Measurement

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PRINCIPAL INVESTIGATOR

Marvin C. Alkin
Chester Harris
W. James Popham

PROGRAM, PRODUCT LINKS

Program: 27

Product: 351

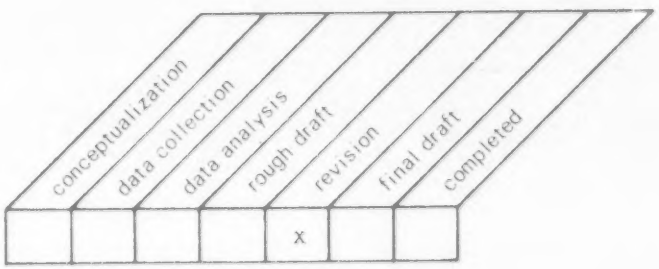
TARGET AUDIENCE

Potential users and developers of criterion-referenced tests

PRODUCT EVALUATION

PRODUCT ABSTRACT

What techniques, procedures, strategies, etc., have been proven successful in the development of criterion-referenced measures and their use? What unsolved problems are we currently facing for which we need technical solutions? This monograph, jointly sponsored by CSE and AERA, discusses these questions and proposes some solutions. The first part presents the experiences of practitioners and the methodological and psychometric problems that have impeded their developmental efforts. The second section proposes psychometricians' solutions to the problems.



ANTICIPATED AVAILABILITY

February 1973

AVAILABLE INFORMATION

Dissemination Office
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

The Impact of Evaluation on Decision Making: The Title VII Experience

INSTITUTION

Center for the Study of Evaluation, University of California, Los Angeles

PRINCIPAL INVESTIGATOR

Marvin C. Alkin

PROGRAM, PRODUCT LINKS

Program: 28

Product: 351

TARGET AUDIENCE

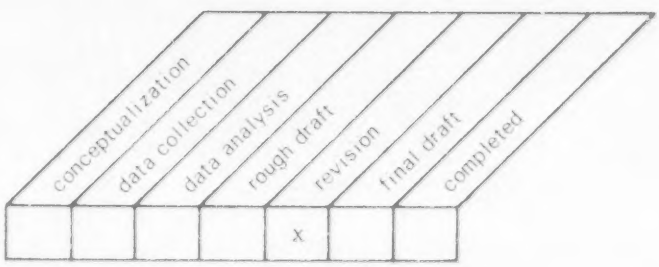
Practicing educational evaluators; evaluation theoreticians; federal and state officials responsible for specifying evaluation guidelines

PRODUCT EVALUATION

PRODUCT ABSTRACT

The primary function of evaluation is to provide information for decision making. It is therefore important to know whether evaluations are in practice providing decision-makers with useful information and also which characteristics of evaluations appear to have an impact on actual decisions. This monograph will report results of a systematic study of evaluation, audit reports, and project director questionnaires for a sample of 42 1970-71 Bilingual Education Projects (Title VII).

The relationships between certain "evaluation" variables and several "decision-making" variables were explored. The decision-makers represented both the local level (project directors) and the federal level. At the federal level decision making was represented by federal monitors' ratings of the projects and by funding and refunding decisions. Notable among results is a finding of great acceptance of evaluation at the local level, a finding in contrast to the acrimonious relationships and lack of utility of evaluations frequently reported in the literature.



ANTICIPATED AVAILABILITY

February 1973

AVAILABLE INFORMATION

Dissemination Office
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, Calif. 90024

PRODUCT NAME

A Guide to Educational Resources

INSTITUTION

Far West Laboratory for Educational Research and Development

PRINCIPAL INVESTIGATOR

Bela Banathy

PROGRAM, PRODUCT LINKS

Program: 64

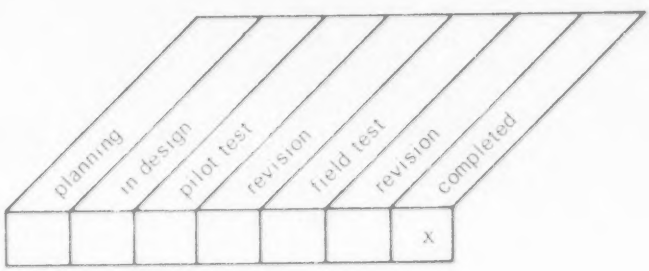
TARGET AUDIENCE

Educational information consultants; educational administrators; teachers; curriculum and subject matter consultants; librarians

PRODUCT EVALUATION

PRODUCT ABSTRACT

This is a current, brief evaluation resource guide that identifies standard sources of information for preliminary searches and major current activities, products, sources, and innovations in the field of education. The basic format is an annotated bibliography in which each reference cited is described in terms of content, scope, and value as a reference tool. An updating process also was established to provide for timely incorporation of new items as they appear.



ANTICIPATED AVAILABILITY

Spring 1974

AVAILABLE INFORMATION

Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

ALSO SEE:

SCHOOL ORGANIZATION AND ADMINISTRATION

Volume 1 Available Products

Diffusion Strategy Guide 109
Organizational Development Publications 111
Oregon Center Monograph Series 115
Conceptualization of Psychosocial Maturity 120
Preliminary Psychosocial Maturity Scale (PSM) 121
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125
Research Reports from Environment for Teaching Program 137
Research Reports on Evaluation of Teachers 138
Research Reports from Stanford Project on Academic Governance 140

Volume 2 Anticipated Products

Study of Authority-Control Structures in Schools 363
Procedures To Identify Effective Schools 364
Study of Alternative Grading Procedures 365
Study of Attendance Monitoring 366
Organizational Sources of Student Motivation and Behavior 368
Psychosocial Maturity Scale 369
Knowledge Base--Family and Peer Effects on Psychosocial Maturity 370
CSE Evaluation Workshops 373
Research Reports from General and Intensive Surveys 392
Research and Summary Reports of Stanford Project on Academic Governance 394
Manual for Teacher Evaluation 396

ELEMENTARY EDUCATION

Volume 1 Available Products

LRDC Publications Series 178

CAREER EDUCATION

Volume 1 Available Products

Study of Vocational Maturity 213
Concerted Services in Training and Education Reports 214
Report on Problem Areas in Occupational Education for the 1970's 215
Occupational Education in Areas of Social and Economic Transition 217
Study of Supply and Demand for High School Vocational Teachers in Three Southeastern States 218

Occupation Analysis Inventory (OAI) and Attribute Requirement Inventory (ARI) 219
Reports of the Career Education Project 220
Career and Vocational Education Professional Development Report Series 221
Holland Occupational Classification 222
The Self-Directed Career (SDC) Program 223
Reports on an Educational-Vocational Diagnostic System 224
Studies of Person-Environment Interactions 225

Volume 2 Anticipated Products

Work Analysis, Description, and Classification 460
Career and Vocational Education Professional Development Report Series 462

HIGHER EDUCATION

Volume 1 Available Products

Higher Education Monographs 257
Institutional Research Models 274

Volume 2 Anticipated Products

Relative Effectiveness of Proprietary Versus Public Vocational Education 472
State Budgeting for Higher Education: Practice and Theory 473
Assessment of New Institutional Forms for Extending Postsecondary Education 474
Assessment of Innovation in Higher Education 475
Educational Programs To Meet the Needs of New Students to Postsecondary Education 476

TEACHER EDUCATION

Volume 1 Available Products

Aesthetic Education Publications 284
Arts-in-General-Education Project--Publications 285
Artist-in-Residence Project--Publications and Film 286
Reviews and Indexes to Research in the Arts 287
Four Studies of the Effects of Using Teams-Games-Tournament in the Classroom 292
Stability in Teacher Effectiveness 322
Measuring Teacher Effects on Pupil Achievement 323
Low-Inference Observational Coding Measures and Teacher Effectiveness 324
High-Inference Behavioral Ratings as Correlates of Teaching Effectiveness 325

Personal Characteristics Associated with Effective Teaching 326
Appendix to First-Year Data of Texas Teacher Effectiveness Project 327
A Developmental Conceptualization of the Adoption Process Within Educational Institutions 328
Teacher Effectiveness and Teacher Education: The Search for a Scientific Basis 341
Teaching Behaviours and Student Achievement 342
Pygmalion Reconsidered 344
Research Reports Concerned with Teacher Education 345
Microteaching: Research Reports and Publications 346
Research Reports from Program on Teaching Students from Low-Income Areas 347

Volume 2 Anticipated Products

Evaluation of Teaching: Conceptual Framework 509
Evaluation of Teaching: Handbook of Instruments 510
Evaluation of Teaching: Revised Conceptual Framework and Instrumentation Manual 511
Evaluation of Teaching: Final Report 512
Stages of Concern Assessment System 514
Level of Use Assessment System 515
Research Reports from Program on Teaching Effectiveness 516
Systematic Teacher Training Model 517
Report on Student Motivation and Engagement in Classroom Settings 518
Report on Engaging Features of CAI Situations 519

Available-Information Sources

Appalachia Educational Laboratory, Inc.

Director, Diffusion
Appalachia Educational Laboratory, Inc.
P.O. Box 1348
Charleston, West Virginia 25325

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St. Louis, Missouri 63139

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Center for Social Organization of Schools

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3505 North Charles Street
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Los Angeles, California 90024

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Columbus, Ohio 43210

Education Development Center, Inc.

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Far West Laboratory for Educational Research and Development

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Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

Learning Research and Development Center

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Learning Research and Development Center
University of Pittsburgh
160 North Craig Street
Pittsburgh, Pennsylvania 15260

Mid-continent Regional Educational Laboratory

Coordinator, Planning, Development and Support Systems
Mid-continent Regional Educational Laboratory
104 East Independence Avenue
Kansas City, Missouri 64106

National Laboratory for Higher Education

Public Information Services
National Laboratory for Higher Education
Mutual Plaza
Durham, North Carolina 27701

Northwest Regional Educational Laboratory

Director, Office of Institutional Communications
Northwest Regional Educational Laboratory
Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

Research for Better Schools, Inc.

Director, Public Information
Research for Better Schools, Inc.
1700 Market Street, Suite 1700
Philadelphia, Pennsylvania 19103

Research and Development Center for Teacher Education

Assistant Director, Communications
Research and Development Center for Teacher Education
Education Annex 3.203
University of Texas, Austin
Austin, Texas 78712

Southwest Educational Development Laboratory

Director, Information and Communications
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

Southwestern Cooperative Educational Laboratory, Inc.

Public Information Officer
Southwestern Cooperative Educational Laboratory, Inc.
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Albuquerque, New Mexico 87108

Stanford Center for Research and Development in Teaching

Director, Publications and Dissemination
Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, California 94305

Wisconsin Research and Development Center for Cognitive Learning

Coordinator, Information Services
Wisconsin Research and Development Center for Cognitive Learning
University of Wisconsin, Madison
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Madison, Wisconsin 53706

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Program & Product Index

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Early Childhood Education 1
Diffusion Strategy Guide 109
Guide to the Development of a Regional Consortium of State Departments of Education 110

Home-Oriented Preschool Education (HOPE) 2
Home-Oriented Preschool Education (HOPE) Publications 398

Marketable Preschool Education 3
Marketable Preschool Education Materials 399

Career Decision-Making 4
Career Guidance Units 452
Career Information System 453
VIEW--An Implementation Guide 454

Experience-based Career Education 5
Experience-based Career Education Manuals and Forms 451

Educational Cooperative 6
The Educational Cooperative: A Design for a Regional Education Agency 107
Cooperative Driver Education and Safety Training 108
The Application of a Model for the Evaluation of Educational Products 350

CEMREL, Inc.

Aesthetic Education Program 7
Aesthetics and the Arts Elements (an aesthetic education learning package) 157
Aesthetics and the Creative Process (an aesthetic education learning package) 158
Aesthetic Education Publications 284
Arts-in-General Education Project--Publications 285
Artist-in-Residence Project--Publications and Film 286
Reviews and Indexes to Research in the Arts 287
Aesthetics in the Physical World (an aesthetic education learning package) 406

Aesthetics and the Arts Elements (an aesthetic education learning package) 407
Aesthetics and the Creative Process (an aesthetic education learning package) 408
Aesthetics and the Artist (an aesthetic education learning package) 409
Aesthetics and the Culture (an aesthetic education learning package) 410
Aesthetics and the Environment (an aesthetic education learning package) 411
Instructional Resources for the Development of Competencies of the Elementary Teacher in the Area of Aesthetic Education 480

Comprehensive School Mathematics Program 8
Elements of Mathematics, Books 0, 1, 2 202
Proceedings of Annual CSMP International Conferences: 1969 and 1970 289
Elementary School Program, K-6 413
Elements of Mathematics, Books 3-12, A, B, C 443

Instructional Systems Program 9
Language and Thinking, Level A 159
The Humanization Process: A Social Behavioral Analysis of Children's Problems 288
Language and Thinking, Level B 412
Training To Teach the Autistic Child 481
Classroom and Instructional Management (CLAIM) 482

Famulus II 141

Review and Index of Tests and Measurements of Early Childhood Education Programs 142

Televised Parent Training Program: Reinforcement Strategies for Mothers of Disadvantaged Children 143

Dialects and Dialect Learning 290

Teaching a Standard English to Speakers of Other Dialects--Targeted Communications Project 291

Infant Group Care Routines 400

Center for Educational Policy and Management

Strategies of Organizational Change 10
Organizational Development Publications 111

Strategies for Bringing Parents, Students, and Educators into Joint Decision Making 362

Responsiveness of Public Schools to Their Clientele 11
Politics of Education in the States 112
Governing of American Education 113

Management Utilizing Staff Training (MUST) 12

PPBS in Schools--Organizational and Client Consequences 13
SPECS: School Planning, Evaluation, and Communication System 114

Management Implications of Team Teaching (MITT) 14

Monograph Series 115

School Superintendents: Careers and Performance 116

The Man in the Principal's Office: An Ethnography 117

Group Problem Solving: The DAP Approach 118

Center for Occupational Education

Toward an Educational System Articulated with Adult Society (TESAAS) 15
Occupation Analysis Inventory (OAI) and Attribute Requirement Inventory (ARI) 219
Activity Preference Questionnaire 459
Work Analysis, Description, and Classification 460
Occupational Awareness Test 461

National Project for Coordination of Career Education Professional Personnel Development 16
Reports of the Career Education Project 220
Career and Vocational Education Professional Development Report Series 221
Career and Vocational Education Professional Development Report Series 462

Dynamic Analysis and Strategic Planning 17
Dynamic Analysis and Strategic Planning Manuals 456
Dynamic Analysis and Strategic Planning Systems 457
Dynamic Analysis and Strategic Planning Models 458

Special Services Projects 18
Study of Vocational Maturity 213
Concerted Services in Training and Education Reports 214
Report on Problem Areas in Occupational Education for the 1970's 215
National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas 216

Occupational Education in Areas of Social and Economic Transition 217
Study of Supply and Demand for High School Vocational Teachers in Three Southeastern States 218
Report on the Improvement of Policymaking at the State Level for Vocational Education 455

Development of a Student Follow-Up System 19

Development of a Model Subsystem for the Implementation of Section 553, EPDA, in State Agencies of Vocational Education 20

Revision of the Supplement to the Dictionary of Occupational Titles, Third Edition 21

Center for Research and Development in Higher Education

Determining Effective Governance Structures, Processes, and Participants 22
Higher Education Monographs 257
Relative Effectiveness of Proprietary Versus Public Vocational Education 472
State Budgeting for Higher Education: Practice and Theory 473
Assessment of New Institutional Forms for Extending Postsecondary Education 474
Assessment of Innovation in Higher Education 475
Educational Programs To Meet the Needs of New Students to Postsecondary Education 476

Center for Social Organization of Schools

School Organization 23
Student Participation in High School Decisions 119
Four Studies of the Effects of Using Teams-Games-Tournament in the Classroom 292
Study of Authority-Control Structures in Schools 363
Procedures To Identify Effective Schools 364
Study of Alternative Grading Procedures 365
Study of Attendance Monitoring 366
Attendance Reporting System Package 367
Organizational Sources of Student Motivation and Behavior 368
Teams-Games-Tournament Instructional Technique (TGT) 483
Using Teams-Games-Tournament (TGT) in the Classroom (A Teacher's Manual) 484

Schools and Maturity 24
Conceptualization of Psychosocial Maturity 120
Preliminary Psychosocial Maturity Scale (PSM) 121
Psychosocial Maturity Scale 369

Knowledge Base--Family and Peer Effects on Psychosocial Maturity 370
Guidelines for Structuring School Milieu for Student Development 371

Careers and Curricula 25
Holland Occupational Classification 222
The Self-Directed Career (SDC) Program 223
Reports on an Educational-Vocational Diagnostic System 224
Studies of Person-Environment Interactions 225

Academic Games 26
Instructional Model for Optimal Use of Games 293
Evaluation Scheme for Determining the Effectiveness of Games 294

Center for the Study of Evaluation

Program for Research on Objectives-Based Evaluation (PROBE) 27
Evaluation Comment 351
Domain Referenced Curriculum Evaluation: A Technical Handbook and a Case Study from the MINNEMAST Project 352
System for Objectives-Based Assessment--Reading 372
Research on Criterion-Referenced Measurement 522

Evaluation Technologies Program 28
Evaluation Workshop I: An Orientation 122
CSE Elementary School Evaluation KIT: Needs Assessment 123
CSE Test Price Lists 124
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 125
CSE-ECRC Preschool/Kindergarten Test Evaluations 144
CSE Preschool/Kindergarten Hierarchical Objectives Charts 145
CSE Elementary School Test Evaluations 160
CSE Elementary School Hierarchical Objectives Charts 161
National Priorities for Elementary Education 353
CSE Evaluation Workshops 373
CSE Elementary School Evaluation KIT: Program Planning 414
CSE Elementary School Evaluation KIT: Implementation and Progress Evaluation 415
CSE Secondary School Test Evaluations 444
The Impact of Evaluation on Decision Making: The Title VII Experience 523

Center for Vocational and Technical Education

Management Information System for Vocational Education 29
Statewide Planning and Management of Vocational Education 226
Local Planning and Management of Vocational Education 227
Determining Priorities in Vocational Education 228
Facilities Planning Guides for Occupational Preparation Programs 229

System for Statewide Evaluation of Vocational Education 230

Performance-based Professional Education Curricula 30
Teacher Education Curriculum Development Resources for Vocational and Technical Education 231
Personnel Development Resources in Vocational and Technical Education 232
Simulation Training Packages for Vocational Educators 233
The Glen Oaks Simulation 463

Methods for Curriculum Content Derivation 31
Resources on Curriculum Development Technology 234
Curriculum Development Resources for Vocational and Technical Education 235
Methods for Curriculum Content Derivation 464

Career Planning Support System 32
Women in the World of Work 236
Career Guidance Resources 237
Worker Attitudes and Adjustments 238
Final Report of Research into the Interpersonal Determinants of the Career Decision-Making Process of Black and White Male Adolescents 465
Career Development of Women: Sex Stereotyping in High School Student Career Guidance Materials 466

Career Education Product Installation Handbook 33
Information Dissemination and Utilization in Vocational Education 239
Diffusion of Innovations in Vocational and Technical Education 240
Diffusion of Innovations Research Reports 467

Career Education Program 34
Career Education Foundations and Concepts 241
Resources for Career Education Program Development 242
Career Education Program Practice 243
Resources for Curriculum Development in Career Education 244

Abstracts of Instructional Materials in Vocational and Technical Education (AIM) 245

Abstracts of Research Materials in Vocational and Technical Education (ARM) 246

ERIC Instructional Package for Vocational Educators 247

Cooperative Vocational Education Resources 248

Vocational Education for Disadvantaged Youth 249

Planning Resources for Postsecondary Vocational and Technical Education 250

Information Analysis for Vocational, Technical, Practical Arts, and Career Education 251

Education Development Center, Inc.

EDC African Programs 35
African Art and Culture 162
African Mathematics Program 163
African Primary Science Program Publications and Films 164

Algerian Technology Program 36

Kabul Afghan-American Program 37

Kanpur Indo-American Program 38

EDC Engineering-related Programs 39
National Committee for Electrical Engineering Films 258
National Committee for Fluid Mechanics Films and Accompanying Notes 259
Semiconductor Electronics Education Committee Texts 260
Single Concept Film on Materials Science/Engineering 477

Role of Women in American Society 40
Role of Women in American Society: Film and Curriculum 445

EDC Biology Films 41
Developmental Biology Film Program (Films and Film Loops) 261
Molecular Biology Films 262

Elementary Science Study 42
Elementary Science Study Units 167
Elementary Science Study Films and Film Loops 168
Elementary Science Study Supplementary Books 298
Elementary Science Study Classroom Films 299

Cambridge Conference on School Mathematics and Unified Science and Mathematics for Elementary Schools 43
Cambridge Conference on School Mathematics Reports 169
Unified Science and Mathematics for Elementary Schools (USMES) Units 417

American Meteorological Society Film Program 44
American Meteorological Society Film Program Films 206

Computer and Laboratory Calculus Project 45
Computer and Laboratory Calculus Project 478

U.S. Metric Study 46

Individual Lectures Film Project 47
Individual Lectures Film Project 263

Arithmetic Project 48
Arithmetic Project Course Materials 300

Physical Science Group 49
Introductory Physical Science (IPS) 170
Physical Science II (PS II) 171
PSSC High School Physics 207
College Physics Film Program (Sound Films and Film Loops) 264
College Physics Film Program (Experimental Films) 265
Berkeley Physics Course 266
PSSC College Physics 267
College Introductory Physical Science (College IPS) 268

Math/TV Program 50
Math/TV Program 418

EDC Social Studies-related Programs 51
People and Technology 165
Man: A Course of Study 166
Exploring Human Nature 203
From Subject to Citizen 204
Black in White America 205
People and Technology Communication Unit 416
Exploring Childhood 446
Exploring Human Nature 447
Conflict and Change: Athens and Sparta in Confrontation 448

Protocol Materials for Teachers 52
The Classroom as a Learning Community 296
Diversity in the School Community 297

Leadership and Learning Cooperative 53

Open Education Advisory 54

Open Education Follow Through Program 55
Open Education Follow Through Publications 295

Pilot Communities Program 56

Topology Films 57

Career Education 58

Ethnic Studies for the Career Opportunities Program 59

Early Childhood Education Study 60
Early Childhood Education Study Publications and Films 146

Child Care Program 61

Far West Laboratory for Educational Research and Development

Responsive Early Childhood Education Program 62
Parent/Child Toy-Lending Library: Preschool and K-1 147
Responsive Learning Booth Program 148
Responsive Education Program: Preschool and Primary Grades 149
Beyond "Compensatory Education": A New Approach to Educating Children 151
Flexible Learning System for Adults in Early Childhood Education 401

Information/Utilization Program 63
Educational Accountability and Evaluation 126
Developing Open Education in America: A Review of Theory and Practice in the Public Schools 127
Drug Education PREP 128
Early Childhood Information Unit 150
Directory to the ALERT Sourcebook 172
ALERT Sourcebook of Elementary Curricula, Programs, and Projects 173
Elementary Science Information Unit 174
American Government Information Unit 208
Social Studies Information Unit 209
Human Relations Training Unit 210
The First National Sourcebook: A Guide to Correctional Vocational Training 252
Configurations of Change: The Integration of Mildly Handicapped Children into the Regular Classroom 311
Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12 312
Elementary Mathematics Information Unit 419

Instructional and Training Systems Program 64
The Educational Information Consultant (EIC): Skills in Disseminating Educational Information 374
A Guide to Educational Resources 524

Effective Teacher Education Program 65
Protocol Materials for Teachers I: Teacher Behavior 301
Protocol Materials for Teachers II: Group Process 302
Protocol Materials for Teachers III: Sex Role Stereotyping 303
Minicourse 1: Effective Questioning--Elementary Level 304
Minicourse 2: Developing Children's Oral Language 305

Minicourse 5: Individualizing Instruction in Mathematics 306
Minicourse 8: Organizing Independent Learning--Primary Level 307
Minicourse 9: Higher-Cognitive Questioning 308
Minicourse 15: Organizing Independent Learning--Intermediate Level 309
Minicourse 18: Teaching Reading as Decoding 310
Effective Teacher Supervision 375
Protocol Materials for Teachers IV: Processes of Changing Sex Role Stereotyping 485
The Effects of Math Tutoring on Pupil Achievement and Attitude Toward Math 486
Entry- and Exit-from-Training Modules 487
A Study of Parent Training for Participation in Decision Making 488
Faculty Information and Staff Development Programs 489
Responsive Skills Package 490
The Effects of Teacher Use of Higher Cognitive Questions, Probing, and Redirection on Student Achievement 491
The Effects of Independent Study Contracting on Students 492
Minicourse 10: Role Playing in the Classroom 493
Minicourse 22: Teaching Reading Comprehension 494
Discussing Controversial Issues 495
Interaction Analysis 496
Tutoring in Reading 497
Content Analysis of Textbooks for Black Students, Grades 1-3 498
Classroom Management Through Positive Reinforcement 499
Performance Tests of Teaching 500

Experience-based Career Education 66

Educational Management Program 67
Determining Instructional Purposes Training Package 1--Unit 1: Setting Goals 129
Determining Instructional Purposes Training Package 1--Unit 2: Analyzing Problems 130
Determining Instructional Purposes Training Package 1--Unit 3: Deriving Objectives 131
Evaluation Training and Resource Unit (Formative Evaluation) 376
Planning Instructional Program Training Packages: Designing Instructional Programs 377
Planning Instructional Program Training Packages: Program Implementation Planning Unit 378
Instructional Management Resource Catalog 379

Learning Research and Development Center

Adaptive Education 68
Perceptual Skills Curriculum 152

Individualized Science: Levels A-C 175
Men and Ideas Filmstrips 176
Metric Measurement Unit 177
Publications Series 178
Early Skills 402
Color Keys to Reading 420
Individualized Science 421
New Primary Grades Reading System 422

Project To Design New Patterns for Training R & D Personnel in Education 69
Design and Development of Curricular Materials 468
The Use of Learning Principles in Instruction 469

Mid-continent Regional Educational Laboratory

Models for Inquiry Skills Development and Adaptation 70
Inquiry Role Approach (IRA) 501
Instructional Staff Development 502

Cooperative Urban Teacher Education (CUTE) Diffusion Program 71
Cooperative Urban Teacher Education (CUTE) Program 313

National Laboratory for Higher Education

Institutional Management for Accountability and Renewal (IMAR) 72
Educational Development Officer: Inservice Training 269
Educational Development Officer: Training Series 270
Developing Measurable Objectives: A Training Package 271
Group Delphi Goals 272
Model Institutional Factbook 273
Institutional Research Models 274
NLHE Information System 275
NLHE General Ledger System 276
Statistical Interface System 277
Management Planning Guide 278
Management by Objectives Training Package 279
Supplementary Material for Individualized Instruction 280
Goal-Setting for Organizational Accountability 281
Writing Higher Level Objectives: Cognitive Domain 282
Instructional Improvement Training Series and Workshop Trainer's Manual 283

Individualized Instructional Systems 73
Individualized Mathematics System--I 179
Individualized Mathematics System--II 211

Northwest Regional Educational Laboratory

Improving Teaching Competencies Program 74
Higher Level Thinking Abilities 314
Interpersonal Communications 315
Interaction Analysis 316
Systematic and Objective Analysis of Instruction 317
System Technology 318
Facilitating Inquiry in the Classroom 319
Research Utilizing Problem Solving (RUPS) 320
Preparing Education Training Consultants (PETC) 503
Relevant Explorations in Active Learning (REAL) 504
Interpersonal Influence 505
Teaching Responsively for Individualized Meaning (TRIM) 506

Intercultural Reading and Language Development Program 75
Coordinated Helps in Language Development (CHILD) 153
Improving Motor-Perceptual Skills (IMPS) 154
Alaskan Readers 180
Guam Readers 423
Pacific Northwest Indian Readers 424

Rural Education Program 76
Basic Electricity 212
Community Strategy/Rural Futures Development 380
School Strategy/Rural Futures Development 381
Curriculum Strategy/Rural Futures Development 382
Support Agency Strategy/Rural Futures Development 383
Family Strategy/Rural Futures Development 403
Teacher Retraining Strategy/Rural Futures Development 507

Computer Technology Program 77
REACT for Administrators (Relevant Educational Applications of Computer Technology) 132
REACT for Teachers (Relevant Educational Applications of Computer Technology) 321
Programming Language for Interactive Teaching (PLANIT) 384
Using the Computer in Data Management/Decision Making 385
Computer-based Problem Solving Units 449
Elements of Computer Careers 470
Selecting, Specifying, and Developing Computer Instructional Materials 508

Career Education Program 78

Area Manpower Institute for Development of Staff (AMIDS) 79

Manpower Counselor Training Program 80
Directories of Training Materials 253
Manpower Counselor Training System 479

Pacific Territories Program 81

Experimental Schools Evaluation Program 82

Training of Teachers of Adults 83
Training System for Career Education Counselors in Adult Education 471

Research for Better Schools, Inc.

Administering for Change Program 84
Indicators of Performance 133
Project Management: Executive Orientation 134
Project Management: Basic Principles 135
Observations and Analysis of the Literature on Change 354
Evaluation of Comprehensive Planning Literature with an Annotated Bibliography 355
An Annotated Bibliography on Administering for Change 356
School Evaluation Kit 386
Role Structuring Module 387
Proposal Development Module 388
Community Perceived Needs Module 389
School District Planning Guide for Change 390
Pupil Perceived Needs Package 391

Computer Applications 85

Child Development Associate Training Project 86

Humanizing Learning Program 87
Achievement Competence Training Package 184
Achievement Motivation: An Analysis of the Literature 357
Documenting Development 358
CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills 359
The Language of Personal Experience 429
Making Judgments 430

Career Education Program 88
Academy for Career Education 254
Individualized Learning for Adults--Reading and Mathematics 255

Individualizing Learning Program 89
IPI Spelling 181
IPI Mathematics 182
The Schools and Individualized Instruction: Six Perspectives 183
Science Curriculum for Individualized Learning 425
Individualized Science 426
Systematic Progress in Reading and Literature (SPIRAL) 427
Social Encounter and Research Curriculum for Humanization (SEARCH) 428

Research and Development Center for Teacher Education

Evaluation of Teaching 90
Evaluation of Teaching: Conceptual Framework 509
Evaluation of Teaching: Handbook of Instruments 510
Evaluation of Teaching: Revised Conceptual Framework and Instrumentation Manual 511
Evaluation of Teaching: Final Report 512

Texas Teacher Effectiveness Project 91
Stability in Teacher Effectiveness 322
Measuring Teacher Effects on Pupil Achievement 323
Low-Inference Observational Coding Measures and Teacher Effectiveness 324
High-Inference Behavioral Ratings as Correlates of Teaching Effectiveness 325
Personal Characteristics Associated with Effective Teaching 326
Appendix to First-Year Data of Texas Teacher Effectiveness Project 327

Concerns-based Adoption Model 92
A Developmental Conceptualization of the Adoption Process Within Educational Institutions 328
Each His Own Man: The Role of Adoption Agents in the Implementation of Personalized Teacher Education 329
The "Trouble-Shooting" Checklist: A Manual To Aid Educational Change Agents in the Prediction of Organizational Change Potential 513
Stages of Concern Assessment System 514
Levels of Use Assessment System 515

Teaching-Learning Interaction Study 93

Southwest Educational Development Laboratory

Bilingual Early Elementary Program 94
Bilingual Oral Language and Reading, Grades 1 and 2 185
Bilingual Continuous Progress Mathematics 186
Learning Through Language, Grade 3 431
Cultural Relevancy, Grade 3 432
Classroom Strategies 433
Development of Bilingual/Bicultural Education Models for a Planned Variation Experiment 434
An Analysis of Giftedness in Mexican Americans and the Design of a Prototype Identification Instrument 435
Communication Skills 436

Early Elementary Program 95
Social Education, Grade 1 187
Social Education, Grade 2 188
Social Education, Grade 3 189

Health Education, Grade 1 191
Health Education, Grade 2 192
Health Education, Grade 3 193
Concepts and Language 194
Thinking and Reasoning 437
Exploring Number Concepts 438
Children's Folklore 439

Early Childhood Education Program 96
Bilingual Kindergarten 155
Bilingual Early Childhood Programs (Levels I, II, III) 404
Education of the Handicapped Child in a Regular Bilingual Classroom 405

Migrant Education Program 97
Spanish Social Education, Grade 1 (Educación Social, Primer Año) 190
Parent-School-Community Involvement Handbook 195
Promising School Practices for Mexican Americans 360

Follow Through Program 98

Southwestern Cooperative Educational Laboratory, Inc.

Communication Arts Program I 99
Oral Language Program 196
Reinforced Readiness Requisites Program 197
Cross Cultural Communication Program 330
Teacher/Teacher Aide Companion Training Program 331
Quality Assurance Specialist Program 332

Adult Basic Education 100
Native American Professional Resource Directory 136
Empleen Ingles and Paper and Pencil Materials 256
System Approach to Lesson Planning Package 333
English as a Second Language Package 334
English Readiness Package 335
Job Application Package 336
Comparative Buying Package 337
Performance Objectives Package 338
Cultural Awareness Package 339
Teacher/Teacher Aide Training Package (ABE) 340

Stanford Center for Research and Development in Teaching

Environment for Teaching 101
Research Reports from Environment for Teaching Program 137
Research Reports on Evaluation of Teachers 138
Research Report on Differentiated Staffing 139

Research Reports from Stanford Project on Academic Governance 140
Research Reports from General and Intensive Surveys 392
Report on Problems of Implementing Differentiated Staffing 393
Research and Summary Reports of Stanford Project on Academic Governance 394
Guidelines for Organizing Schools for Effective Instruction 395
Manual for Teacher Evaluation 396
Manual on Student Perceptions of the Link Between School and Work 397

Program on Teaching Effectiveness 102
Teacher Effectiveness and Teacher Education: The Search for a Scientific Basis 341
Teaching Behaviours and Student Achievement 342
Mandated Evaluation of Educators: A Conference on California's Stull Act 343
Pygmalion Reconsidered 344
Research Reports Concerned with Teacher Education 345
Microteaching: Research Reports and Publications 346
Research Reports from Program on Teaching Effectiveness 516
Systematic Teacher Training Model 517

Teaching Students from Low-Income Areas 103
Research Reports from Program on Teaching Students from Low-Income Areas 347
Report on Student Motivation and Engagement in Classroom Settings 518
Report on Engaging Features of CAI Situations 519

Teaching and Linguistic Pluralism 104
Research Reports from Program on Teaching and Linguistic Pluralism 348
Practice-Centered Teacher Training: Standard English for Speakers of Nonstandard Dialects 349
Bilingual Education Test and Manual 520
Test and Manual for Standard and Nonstandard Black English 521

Program of Exploratory and Related Studies 105

Wisconsin Research and Development Center for Cognitive Learning

Individually Guided Education 106
Prereading Skills Program 156
Multiunit Elementary School 198
Individually Guided Motivation 199
Wisconsin Design for Reading Skill Development: Word Attack and Study Skills 200
Developing Mathematical Processes 201
Center Research Publications 361

Wisconsin Design for Reading Skill Development 440
Developing Mathematical Processes 441
Environmental Education 442
Multiunit Secondary School 450